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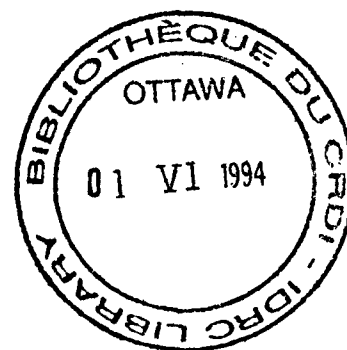
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SMALL RESEARCH GRANTS COMPETITION
EVALUATION DRAFT REPORT

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TABLE OF CONTENTS

	<u>PAGE</u>
EXECUTIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	(iii)
TERMS OF REFERENCE OF THE EVALUATION	1
PROFILES OF APPLICANTS AND AWARDEES (Based on File Searches)	3
-- Institutional Affiliation	5
-- Discipline Area	10
-- Gender	10
-- Age	14
-- Country of Origin	19
SURVEY OF APPLICANTS AND AWARDEES (Based on Mailed Questionnaires)	22
A. General Characteristics	22
B. Analysis of Specific Questions/Concerns	23
1. Perceived Objectives of the Competition	23
2. Administration of the Competition	28
3. Feedback to Applicants/Awardees	32
4. Institutional Affiliation	36
5. Dissemination of Research Findings	36
6. Assumed Impact of the Competition	38
ANNEXURES	
Annex 1: Evaluation Assessment	
Annex 2: Evaluation Questionnaire	
Annex 3: List of Applicants and Awardees by Institutional Affiliation and Title of Research Proposal, 1975-85	

LIST OF TABLES

(Data from the File Search)

<u>TABLE:</u>	<u>PAGE</u>
1 : Applicants and Awardees	4
2, 2a, 2b, 2c : Applicants and Awardees by Institutional Affiliation	6, 7, 8, 9
3, 3a : Applicants and Awardees by Discipline Area	11, 12
4, 4a : Applicants and Awardees by Gender	13
5, 5a : Applicants and Awardees by Age	15, 16
6, 6a : Applicants and Awardees by Educational Qualifications	17, 18
7, 7a : Applicants and Awardees by Country of Origin	20, 21

(Data from the Questionnaire Survey)

<u>TABLE:</u>	
8 : Distribution of Respondents by Gender	22
9 : Perceived Objectives of the Competition	23
10 : Openness of the Competition	24
11 : Country Focus of Competition	26
12 : Who Recipients Should Be	27
13 : The Competition and Higher Degree Candidates	28
14 : Source of Information on Competition	29
15 : Transfer of Management of Competition	30
16 : Present Time Table of Competition	31
17 : On Feedback to Awardees	32
18 : Submission of Final Reports	33
19 : On How Competition Administered	34
20 : On Adequacy of Research Grants	34
21 : Institutional Affiliation During Award	36
22 : On Exchange of Information Among Awardees	37
23 : On How Research Findings Been Used	37
24 : Publication of Findings	38
25 : Contribution to Research Career	39
26 : Contribution to General Professional Career	40
27 : Overall Impact of Competition in Region	41

EXECUTIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

1. The Social Science Research Competition has proved to be a very effective means of providing research support and of strengthening indigenous research capacity in Eastern and Southern Africa. This is attested to in various ways by the former applicants and awardees themselves as is reported in this evaluation report.
2. Nearly half of all respondents in a questionnaire survey (50 persons or 47%) felt that the Competition has contributed significantly to a great deal to the establishment and maintenance in the the region of a social science research community with higher levels of scholarship.
3. The majority of respondents (nearly 70%) claim that their Social Science Research Competition award helped them significantly to a great deal in their research career. Four out of 10 persons said that it led them to other research. Comparable numbers said it helped them in their general career development. A significant number (40%) said the Competition assisted them fulfil requirements for higher degrees (mostly Ph.D). For other researchers, work undertaken under the Competition was instrumental in the acquisition and consolidation of research skills and experience thus leading to promotion.
4. The effectiveness of the Social Science Competition as a means of strengthening research capacity in Eastern and Southern Africa is particularly shown by the large numbers of researchers who submitted applications (625) and won awards (176). The projects covered a range of issues and concerns of importance to the region.
5. Demand for awards has remained strong, especially in the last five years. In the immediate past round (1985) there were 97 applicants for 24 awards; in 1984, 97 for 21; in 1983, 84 for 25; in 1982, 92 for 21; and in 1981, 70 for 18. This is not only a reflection of the need for such support but also an indication of the Competition's reputation for fairness and the high regard in which it is held by researchers in Eastern and Southern Africa.

6. An overwhelming majority of past applicants and awardees responding to a questionnaire survey (i.e. 83 persons or 79%) are against the transfer of the administration of the Competition to a regional organization or institution. They contend that IDRC-Ford Foundation have been administering the activity "effectively" and "competently" and fear that transfer of administration will bring with it "discrimination", "favouritism", and "nepotism". IDRC-Ford Foundation should contrast these views and sentiments with plans to transfer responsibilities for the Competition to OSSREA and SADRA (cf. 3-P-83-0245, p.5). Nevertheless, IDRC-Ford Foundation need to clarify internal administrative procedures for this activity, to sort out the filing system and to specify and monitor more closely the work of the Project Coordinator.

7. The majority of applicants and awardees responding to the questionnaire survey (70%) feel that the Competition should remain open-ended like it has been these past years. However, slightly more than a quarter of the respondents would nevertheless favour a competition which is still open-ended but concentrating more on specific themes or issues of development in the region. This body of opinion seems to suggest that the Competition should have more focus and clarity in terms of issues and concerns it addresses while not losing its tradition of "openness".

8. Analysis of file data reveals very interesting information which was never available before to IDRC-Ford Foundation in a systematic manner. The majority of applicants (93%) and awardees (94%) were from universities in the region. Applicants studying in overseas universities, although rising to 20% of all applicants in 1984, have been an insignificant number in the Competition. Three quarters of all applicants and awardees, however, were from five discipline areas: economics (29%), education (16%), political science (15%), sociology (15%), and history (8%). Four out of five activities which were funded were from the same disciplines, with economics proposals again in the lead. Despite the fact that women constituted about a third of the faculty in the universities and research centres of the region, this was not reflected in their participation in the Competition. The majority of past applicants (87%) and awardees (85%) were men.

9. The majority of past applicants (47%) were aged 31-40 years. Only 14% were 30 or younger and only 11% were 41 or older. Awardees, however, tended to be generally younger than the general population of applicants. The age profiles of applicants and awardees naturally conformed to their educational attainment at the time of their first application to the Competition. The majority of those working towards the fulfilment of requirements for higher degrees (i.e. the M.A.s and the Ph.D. candidates categories) were in their late 20s or early 30s. In terms of educational attainment, about half of the applicants were candidates for the Ph.D. degree and used the Competition for Ph.D. degree research requirements.

10. The majority of all applicants and awardees (87% and 92%, respectively) were from eight countries: Kenya, Tanzania, Uganda, Zambia, Ethiopia, Malawi, U.S.A, and Zimbabwe, in that order. However, 69% of all applicants and awardees came from the three East African countries (Kenya, Tanzania and Uganda).

11. Despite the fact that the majority of applicants and awardees have come from a number of countries and disciplines, nevertheless, the majority of those responding to the questionnaire survey (66%) felt that the Competition should continue to encourage participation from all countries of the region. The majority of respondents seem to reject the notion of establishing quotas in favour of less well represented countries/sub-regions (and by implication, groups, e.g. women) in the awards relation process. This, however, does not mean that IDRC-Ford Foundation should not try to encourage more submissions from under-represented countries/sub-regions or groups. (There were few or no applications from a whole range of countries in the region, e.g., certain countries of southern Africa and the Indian Ocean states).

12. Although a significant number of awardees used their grant to satisfy requirements for a higher degree, over a half of respondents of the questionnaire survey (55%) reject the notion that the Competition should cater to higher degree candidates only. They feel that selection should be on the basis of merit of the proposal submitted.

13. Despite the fact that some very good research is produced through this activity, no systematic arrangements on the part of IDRC-Ford Foundation seem to exist for the dissemination of research findings. Nevertheless, researchers themselves have tried to deal with this matter. Appreciable numbers of researchers claim to have disseminated their findings through seminars and workshops in the region and about half claim to have used them for teaching purposes. IDRC-Ford Foundation can increase the usefulness of this activity by assisting in the dissemination of findings in some clearly specified ways. Good material produced under this activity can be used for teaching purposes in universities of the region thus assuaging the dearth of suitable materials felt all over the region.

14. Training is not systematically built into the Competition other than through the review of proposals despite the fact that significant numbers of applicants and awardees were candidates for higher degrees. A substantial number of persons responding to the questionnaire survey, for example, expressed a need to share information, ideas/views with other awardees (through seminars and workshops or exchange of materials).

15. There seems to be no clearly defined arrangements at present for the review of final reports (at least as compared to the rigorous review of proposals). Moreover, although a lot of activities seem to have been completed, this is not generally attested to by the presence of copies in the files at IDRC-Ford Foundation. There ought to be an inventory of what exists as well as a review of its quality with a view to recommending to IDRC-Ford Foundation what should be disseminated (e.g. via the IDRC Manuscript Reports series).

INTRODUCTION

The Evaluation Assessment document prepared by IDRC-Ford Foundation set ^{out} the purpose of this evaluation of the Social Science Competition as follows: «to assist IDRC and the Ford Foundation in making decisions about future support for the Competition, specifically whether or not to continue funding and if so, what objectives should the competition have and what changes to make so that it meets these objectives more effectively.»

The Evaluation Assessment document then went ^{on} to list the general issues/concerns which should be examined in the evaluation (see Annex 1).

The evaluation as well as this report summarizing its findings has tried to address all these questions.

Data which is reported here is from two sources: (1) a file search and analysis of information held by IDRC and Ford Foundation, and, (2) a questionnaire survey of past applicants and awardees. Five hundred (500) questionnaires were mailed in early March 1985 to all who were thought to have applied to the Competition.* In mid-April - early May when analysis began, 130 persons had responded (a response rate of 26%). However, analysis was done only for 105 persons (21%).**

The data presented in the report is largely descriptive. However, the format and mode of presentation have been chosen to minimize statistical clutter and to focus attention on the main issues/concerns specifically cited by IDRC-Ford Foundation in the Evaluation Assessment document as being of importance in assisting them decide whether or not to continue funding the competition and if so, what objectives it should have and what changes to make so that it meets these objectives more effectively.

The file search was carried out by an outside Consultant (Dr. G.C.M. Mutiso) assisted by the Project Coordinator (Ms. Elizabeth Ngure). The outside

* In subsequent file searches, however, it was found that there had actually been 625 applicants.

** This was as a result of other commitments of the outside Consultant.

consultant also carried out the original data analysis from the questionnaire survey and wrote up the first version of the draft report (some +150 pages). The data analysis, interpretation as well as the write up of this condensed version however, has been done by the IDRC Social Science Division Representative at EARO (John Nkinyangi) in the event of unavailability of the outside Consultant.

PROFILES OF APPLICANTS AND AWARDEES:

The information presented in this section is from file searches both at IDRC and Ford Foundation. Gathering and compiling this information was an arduous task. Moreover, the exercise became unnecessarily complicated since both organizations have not been keeping information in a systematic manner in the last 10 years. In some cases vital information is even missing from the files. All this is surprising since the organizations have been employing a coordinator to administer certain aspects of the competition more or less on a full time basis.

For the reasons above, necessary caution should be applied in interpreting some of the data. Notwithstanding this, within an acceptable margin of error, it can be said that the data which has been assembled from files helps to present a picture of past applicants and awardees which is generally representative. This is important since this is the first time data on various aspects of the competition have been assembled and presented in a systematic manner.

For ease of reference and interpretation, and in order to avoid unnecessary clutter, data have generally been presented in separate tables first for the entire population of applicants (N) and then for the sub-population of awardees (n).

In the ten-year period 1975-85, a total of 625 applications were submitted to the Competition. Out of these, 176, or slightly over a quarter (28%) were funded (see Table 1).

*The data has not been disaggregated for the few joint proposals which were submitted. Generally, however, researchers submitted individual proposals.

Table 1:

Applicants (N = 625) and Awardees (n = 176)

1975 - 1985

Year	Total	Awardees	%
1975	10	4	(40)
1976	21	9	(43)
1977	40	15	(38)
1978	40	14	(35)
1979	27	11	(41)
1980	47	14	(30)
1981	70	18	(26)
1982	92	21	(22)
1983	84	25	(30)
1984	97	21	(22)
1985	97	24	(25)
Total	625	176	(28)

There were some fluctuations in the numbers of applications to the competition in the first few years of the activity (1975 - 1979). According to the Ford Foundation, the fluctuations are explained by the absence of a social sciences adviser at their offices for part of the period. There is another possible explanation. In the initial years, the competition was also concentrated in East Africa (Kenya, Uganda and Tanzania). It therefore appears that the competition had by this time reached the potential catchment of active social science researchers in the sub-region. This point seems to be borne out by an examination of applications from the time. They seem to have come from the same body of researchers.

With IDRC joining the Ford Foundation as co-sponsor, more formalized arrangements were made with respect to the administration of the competition. A project coordinator was hired for the activity and has been retained more

or less since then. Among the coordinator's duties have been publicizing the competition in the region. Responsibilities in this regard have been shared with officers of the Ford Foundation and IDRC as well as officers of some regional social science organizations (OSSREA, the Organization of Social Science Researchers in Eastern Africa and SADRA, Southern Africa Development Research Association).

The effects of publicizing the competition can be seen in the gradual increase and stabilization of applications in the last five years. More than two thirds of the applications (i.e. 440 or 70%) were received in the last five years alone. Out of these, 105 awards (or nearly 60% of all applications) were funded during this period.

However, it can be expected that in the immediate future the overall number of applications will rise as the competition gets better known in sub-regions where it was not so well known before (the southern African countries-----specifically Botswana, Lesotho, Swaziland, and Malawi, and relatively smaller Indian Ocean states-----Mauritius and the Seychelles). There were more applications from these sub-regions in the last round and there are indications that there will be more if there is another round of competition.

Up to 1979 when there was a relatively smaller number of applicants than at present, nearly two applicants in three were assured of awards. Between 1979 and 1983 the ratio has fluctuated between 1:3, finally settling at 1:4 as at present.

Institutional Affiliations of Applicants and Awardees

The overwhelming number of applicants, 578, or about 93 percent, came from universities (Table 2). Only 21 (less than 3 percent) and 26 (about 4 percent) came from Government Ministries or departments or from non-governmental organizations or independent researchers, respectively. This is not surprising since the majority of active social science researchers in the region are based at universities. Nine out of every 10 of these researchers (see Tables 2b and 2c) were affiliated with research institutions in the

region (i.e. universities). Applicants from overseas universities, mainly graduate students from the region studying abroad, generally started applying to the competition in 1978. Although their numbers rose to 18 in 1984, nearly 20 percent of the applicants for that year, nevertheless they constituted an insignificant number of applicants overall.

Table 2:

Applicants by Institutional Affiliation

1975 - 1985 N = 625

Year	Total	University	Gov't Ministry or Related	Other
1975	10	10	-	-
1976	21	20	-	1
1977	40	34	2	4
1978	40	37	1	2
1979	27	25	2	-
1980	47	42	3	2
1981	70	69	1	-
1982	92	84	3	5
1983	84	80	-	4
1984	97	89	4	4
1985	97	88	5	4
Total	625	578	21	26
%	100	93	3	4

Table 2a:

Awardees by Institutional Affiliation

1975 - 1985 n = 176

Year	Total	University	Gov't Ministry or Related	Other
1975	4	4	-	-
1976	9	9	-	-
1977	15	13	-	2
1978	14	11	1	2
1979	11	10	1	-
1980	14	14	-	-
1981	18	18	-	-
1982	21	20	-	1
1983	25	24	-	1
1984	21	20	1	-
1985	24	22	-	2
Total	176	165	3	8
%	100*	94	2	5

*Percentage points may not add up to 100 due to rounding

Table 2b:

Applicants by Institutional Affiliation
Regional/Overseas, 1975 - 1985 N = 625

Year	Total	<u>Institution</u>	
		Regional	Overseas
1975	10	10	-
1976	21a	20	-
1977	40	40	-
1978	40	39	1
1979	27a	25	1
1980	47	44	3
1981	70	63	7
1982	92	86	6
1983	84a	77	6
1984	97	79	18
1985	97a	88	7
Total	625	571	49
%	100	92	8

a There is missing information for some of the applicants for some of the years

Table 2c:

Awardees by Institutional Affiliation
Regional/Overseas, 1975 - 1985 n = 176

Year	Total	<u>Institution</u>	
		Regional	Overseas
1975	4	4	-
1976	9	9	-
1977	15	15	-
1978	14	13	1
1979	11	10	1
1980	14	12	2
1981	18	18	-
1982	21	20	1
1983	25	22	3
1984	21	16	5
1985	24	22	2
Total	176	161	15
%	100*	92	9

*Percentage points may not up to 100 due to rounding

The institutional affiliation of awardees is similar for the period to that of the general population (see Tables 2b and 2c). Nine out of 10 awardees were from institutions in the region (i.e. universities). In 1984, however, awardees affiliated to overseas universities constituted nearly a third of all awardees.

Applicants and Awardees by Discipline Area:

Tables 3 and 3a give a breakdown of the Social Sciences Research Competition applicants and awardees by discipline area. Caution should be exercised in the interpretation of this information. Disciplinary clusterings of researchers was arrived at through research institution departmental affiliations, where this information was available, or through title/focus of proposal.

/Sociology About three quarters of all proposals between 1975-1985 came from five discipline areas: economics, education, political science, and history, in that order. However, over a quarter of all proposals received (29%) were from economists alone. With 16%, 15% and 15%, proposals from educationists, political scientists and sociologists, respectively, were distant seconds. Proposals from historians constituted only 8% of proposals.

The same is generally true for activities that were funded. Four out of five proposals which were funded (83%) were from five key discipline areas: economics (24%), political science (19%), sociology (14%), education (13%) and history (13%).

Applicants and Awardees by Gender:

The majority of all applicants (87%), as well as awardees (85%), were male (see Table 4). There were no women applicants in the first year of the competition. In the period up to 1980 numbers of women's applicants oscillated between 1, 2, 3 rising to five in 1980. Except for 1982 when there were 16 women applicants (17% of applicants for that year), 1984 when there were 12 (12% for that year), and 1985 when there were 14 (14% for that year), women's participation in the competition has been negligible.

Only a negligible number of awardees (10%) were women. In comparative terms, however, proportionately equal numbers of men and women who applied (28% and 25%) actually won awards. In this regard the competition is therefore not discriminatory towards women.

Table 3:

Applicants by Discipline Area							
1975 - 1985 N = 625							
Year	Total	Econ	Ed	Pol. Sci.	Soc	Hist	Other**
1975	10	4	-	5	-	-	1
1976	21	3	5	2	4	3	4
1977	40	14	2	4	9	3	8
1978	40	13	4	5	7	3	8
1979	27	5	5	4	5	3	5
1980	47	12	3	5	10	8	9
1981	70	23	11	14	3	11	8
1982	92	23	16	17	10	7	19
1983	84	18	23	6	14	6	17
1984	97	32	21	17	17	2	8
1985	97	37	11	16	16	3	14
Total	625	184	101	95	95	49	101
%	100*	29	16	15	15	8	16

* Percentage points may not add up to 100 due to rounding

**This covers a disparate classification of disciplines, such as: philosophy, and religious studies, business administration, management and accounting, geography and demography, literature, linguistics, drama, law, journalism and library science

Table 3a:

Awardees by Discipline Area

1975 - 1985 n = 176

Year	Total	Econ	Pol	Sci	Soc	Hist	Ed	Other**
1975	4	1	3		-	-	-	-
1976	9	-	-		-	2	3	4
1977	15	3	1		5	1	1	4
1978	14	6	-		2	-	2	4
1979	11	-	3		-	3	-	3
1980	14	5	-		3	3	1	2
1981	18	2	6		3	5	2	-
1982	21	4	5		1	5	3	3
1983	25	8	4		3	1	6	3
1984	21	8	2		5	-	2	4
1985	24	6	9		3	2	1	3
Total	176	43	33		25	22	21	30
%	100	24	19		14	13	13	17

*This covers a disparate classification of disciplines such as: philosophy and religious studies, business administration, management and accounting, geography and demography, literature, linguistics, drama, law, journalism and library science

Table 4:

Applicants and Awardees

by Gender, 1975 - 1985

Year	<u>Applicants (N = 625)</u>				<u>Applicants (n = 176)</u>			
	Total	<u>Gender</u>		U/MS*	Total	<u>Gender</u>		U/MS*
		M	F			M	F	
1975	10	10	-	-	4	4	-	-
1976	21	17	1	3	9	7	1	1
1977	40	32	2	6	15	12	1	2
1978	40	36	3	1	14	12	1	2
1979	27	23	2	2	11	10	-	1
1980	47	42	5	-	14	12	-	1
1981	70	63	7	-	18	17	1	-
1982	92	76	16	-	21	15	1	1
1983	84	79	5	-	25	23	5	-
1984	97	85	12	-	21	19	2	-
1985	97	82	14	1	24	19	4	1
<hr/>								
Total	625	545	67	13	176	150	17	9
%	100	87	11	2	100	85	10	5

*Unknown/Missing information

Applicants and Awardees by Age:

Tables 5 and 6a present the age profiles of applicants in general and of awardees in particular. Three out of every five applicants were under 40 years. The majority of applicants in the period 1975-85 (47%) were aged 31-40. Only 14% were 30 or under and only 11% 41 or over. Note, however, that age information was missing for over a quarter of the applicants. Nevertheless, we do not feel that this unduly distorts the age structure of applicants to the competition.

The sub-sample of awardees however tends to be generally younger than the general population of applicants. Note for example that a fifth of the awardees (20%) are 30 or under and that over half of the awardees (51%) are in the age bracket 31-40 years.

The age profile of applicants and of awardees can be expected to be consistent with their educational profile at the time of first application to the competition (Tables 6 and 6a). It would be expected that the majority of those with M.As or equivalent are 30 or under and that a significant number of the Ph.D. candidates as well as Ph.D. holders would be in the 31-40 age group. This is comparable to the general age profile of the active research scholars in the region. Over a third of all applicants (35%) had an M.A. degree or equivalent. A fifth (20%) were Ph.D. degree candidates and another third (32%) were Ph.D. degree holders.

The sub-population of awardees, however, was made up in almost equal numbers, of people in the three educational attainment categories. Nevertheless, what is notable is that over a half of the awardees (58%) had either an M.A. or equivalent or were candidates for the Ph.D. degree. This should be compared to about a quarter of the awardees (27%) who were already Ph.D. holders. This evidence tends to suggest that a lot of research carried out by recipients of these awards is for the fulfilment of higher degree (usually Ph.D.) requirements.*

*However, in a survey of former applicants among past awardees who responded (out of 105 /all respondents) only 18 (or 38%) said that their research had been used to fulfil the requirements for a higher degree

Table 5:

Applicants by Age, 1975 - 1985 N = 625

Year	Total	Age (Years)				U/MS**
		≤30	31 - 40	41 - 50	≥50	
1975	10	-	6	1	-	3
1976	21	1	10	-	-	10
1977	40	5	21	1	-	13
1978	40	8	21	3	-	8
1979	27	6	13	-	-	8
1980	47	5	19	11	-	12
1981	70	11	31	8	-	20
1982	92	7	46	11	2	26
1983	84	14	38	11	3	18
1984	97	15	42	10	2	28
1985	97	14	48	8	1	26
Total	625	86	295	64	8	172
%	100*	14	47	10	1	28

*Percentage points may not add up to 100 due to rounding

** Unknown/Missing information

Table 5a:

Awardees by Age, 1975 - 1985 n = 176

Year	Age (Years)					U/MS**
	Total	≤30	31 - 40	41 - 50	≥51	
1975	4	-	4	-	-	-
1976	9	-	9	-	-	-
1977	15	2	10	-	-	3
1978	14	5	7	1	-	1
1979	11	3	5	-	-	3
1980	14	1	5	4	-	5
1981	18	4	9	-	-	5
1982	21	4	10	1	-	6
1983	25	6	9	3	1	6
1984	21	4	8	4	-	5
1985	24	6	13	2	1	2
Total	176	35	89	15	2	35
%	100*	20	51	9	1	20

*Percentage points may not add up to 100 due to rounding

**Unknown/Missing information

Table 6:

Applicants by Educational Qualifications*

1975 - 1985 N = 625

Year	Total	B.A. ^a	M.A. ^b	PHD Cand. ^c	PHD ^d	U/MS ^e
1975	10	-	1	-	6	3
1976	21	-	5	-	6	10
1977	40	-	13	11	6	10
1978	40	2	11	7	15	5
1979	27	3	5	8	7	4
1980	47	2	17	7	16	5
1981	70	-	26	14	24	6
1982	92	3	23	19	39	8
1983	84	3	35	13	33	-
1984	97	5	40	26	17	9
1985	97	7	42	17	29	2
Total	625	25	218	122	198	62
%	100**	4	35	20	32	10

* At time of first application

** Percentage points may not add up to 100 due to rounding

a B.A., B.Sc. or equivalent

b M.A., M.Sc. or equivalent

c PHD Candidate

d PHD Holder

e U/MS: Unknown/Missing information

Table 6a:

Awardees by Educational Qualifications*

1975 - 1985 n = 176

Year	Total	B.A. ^a	M.A. ^b	PHD Cand. ^c	PHD ^d	U/MS ^e
1975	4	-	-	-	4	-
1976	9	-	6	-	3	-
1977	15	-	5	4	3	3
1978	14	-	3	5	5	1
1979	11	-	3	2	3	3
1980	14	-	3	2	4	5
1981	18	-	5	5	8	-
1982	21	-	8	8	1	4
1983	25	2	8	8	5	2
1984	21	1	9	7	4	-
1985	24	1	8	7	7	1
Total	176	4	58	48	47	19
%	100**	2	33	27	27	11

* At time of first application

** Percentage points may not add up to 100 due to rounding

a B.A., B.Sc. or equivalent

b M.A., M.Sc. or equivalent

c PHD Candidate

d PHD Holder

e U/MS: Unknown/Missing information

Applicants and Awardees by Country of Origin:

The majority of applicants as well as awardees came from eight countries: Kenya, Tanzania, Uganda, Zambia, Ethiopia, Malawi, U.S.A, and Zimbabwe, in that order (see Tables 7 and 7a). It should be remembered that the competition was open to all persons based at universities in the region regardless of national origin. However, nearly seven out of every 10 applicants (69%) came from East Africa (Kenya, 29%, Tanzania, 20% and Uganda, 20%). In the early years, the competition generally catered to only three countries. Although there has been an effort to broaden the base of the activity, especially to encourage more proposals from southern Africa, a preponderant number of applications have continued to come from East Africa.

Naturally, the majority of awardees also came from the same countries: close to a third (30%) from Kenya, a quarter (24%) from Tanzania, and 15% from Uganda. Nearly 70% of all awards went to researchers in these three countries.

Table 7:

Applicants by Country of Origin, 1975 - 1985

N = 625

Year	Origin (see Legend below)									
	Total	1	2	3	4	5	6	7	8	
1975	10	4	-	2	-	-	1	2	-	
1976	21	7	8	4	-	-	-	-	1	1
1977	40	8	11	12	-	-	-	-	-	
1978	40	10	9	11	1	1	1	-	-	5
1979	27	10	9	4	-	-	-	-	-	4
1980	47	13	12	5	5	1	1	2	-	
1981	70	20	14	9	2	7	7	4	5	3
1982	92	31	19	14	6	4	4	2	5	
1983	84	34	17	12	1	2	2	2	3	11
1984	87	20	19	29	9	4	4	3	2	9
1985	97	26	11	21	10	7	7	2	2	11
Total	625	183	129	123	34	31	27	17	17	64
%	100*	29	20	20	5	5	4	3	3	10

* Percentage points may not add up to 100 due to rounding

Legend

1 = Kenya; 2 = Tanzania; 3 = Uganda; 4 = Zambia; 5 = Ethiopia; 6 = Malawi;
 7 = U.S.A.; 8 = Zimbabwe; 9 = Others (= Swaziland, U.K., South Africa, Mauritius
 India, Ghana, Rwanda, Sierra Leone, Botswana, Canada, Guyana, The Sudan,
 The Netherlands, Nigeria, Somalia, France, West Germany, Pakistan)

Table 7a:

Awardees by Country of Origin, 1975 - 1985

n = 176

Origin (see Legend below)										
Year	Total	1	2	3	4	5	6	7	8	9
1975	4	1	-	1	-	-	-	2	-	-
1976	9	5	2	2	-	-	-	-	-	-
1977	15	5	3	2	-	-	-	4	-	1
1978	14	4	2	3	1	1	1	1	-	1
1979	11	5	5	-	-	-	-	-	-	1
1980	14	2	4	1	2	-	1	-	-	3
1981	18	6	4	3	2	1	-	2	-	-
1982	21	4	7	2	1	2	1	1	-	3
1983	25	9	9	2	-	-	1	-	1	3
1984	21	5	3	8	3	2	-	-	-	-
1985	24	6	4	2	3	3	1	-	1	4
Total	176	52	43	26	12	10	5	10	2	16
%	100*	30	24	15	7	6	3	6	1	9

* Percentage points may not add up to 100 due to rounding

Legend

1 = Kenya; 2 = Tanzania; 3 = Uganda; 4 = Zambia; 5 = Ethiopia; 6 = Malawi;
 7 = U.S.A.; 8 = Zimbabwe; 9 = Others (= Swaziland, U.K., South Africa,
 Mauritius, India, Ghana, Rwanda, Sierra Leone, Botswana, Canada, Guyana, The
 Sudan, The Netherlands, Nigeria, Somalia)

QUESTIONNAIRE SURVEY OF APPLICANTS AND AWARDEES

The information presented in this section is from a questionnaire survey of former applicants to the competition. Questionnaires were mailed to 500 applicants in early March 1985 and six weeks later in April when analysis of returned questionnaires began 105 or (21%) had responded. File search has revealed ~~that there~~ had been 625 former applicants to the competition. However, by the time the questionnaire was sent out it was thought that there had been 500. This discrepancy is explained by the poor keeping of files that was already referred to earlier. This is a remarkable response rate given the short time that was allowed for return of filled out questionnaires and the rushed nature of this overall evaluation.

Table 8

Distribution of Respondents by Gender

Gender Total		Respondents	
		Awardees	Non-Awardees
Male	90	42	48
Female	15	7	8
Total	105	49	56
%	100	47	53

A. General Characteristics

Eighty six percent (86%) of the respondents were male and 14% female. These figures correspond with the general male over-representation in the competition (overall, 87% males and 11% females). Among the male and female respondents, however, there were really as many awardees as non-awardees responding (46% and 54%, respectively, for both sexes). Nevertheless, overall there were slightly more non-awardees (53%) than awardees (47%) responding.

Analysis of respondents' educational profile as at the present time showed that over a half (54 or 51%) of all respondents had Ph.Ds as opposed to another 44 persons (or 42%) who had masters' degrees. Slightly more awardees (30 or 61%) than non-awardees (24 or 43%) had Ph.Ds. The profiles are generally similar as at first time of application to the competition.

Close to 80% (78%) of respondents (82 persons) reported that they were university lecturers/research fellows at the time of responding. Just as many persons reported they were in the same occupational categories at the time of their first application to the competition.

The information above confirms what was already revealed by the file search: that the competition caters largely to the university community in the region. Applicants seek recourse to the competition as a source of funding for their research. A significant number of these are regular staff at universities while a smaller number are persons carrying out research in fulfilment of requirements for higher degrees (usually Ph.Ds) for local or overseas universities.

B. Analysis by Specific Questions/Concerns

The analysis which follows is by specific questions or concerns identified by IDRC and Ford Foundation as being of importance in determining the future of the competition. These deal with such issues as the objectives of the activity, its subject matter, to whom it should cater, and the effectiveness of the competition as a modality of support in farthing the creation and maintenance of an indigenous social science research capacity in the region (see the Evaluation Assessment document prepared by the two organizations, Annex 1). Certain questions are abstrated from the questionnaire. The information is presented below in tabular form with some discussion following.

1. On the Perceived Objectives of the Competition and Related Questions:

Question 14

What do you understand to be the objectives of the Social Science Research Competition?

Table 9

Objective	Total (%)
Promote/encourage development research	45 (43)
Improve research capability	41 (39)
Provide financial assistance	8 (8)
Missing information	11 (10)
Total	105 (100)

Is the primary aim of the competition to build (and sustain) social science research capacity in the region ... with the production of high quality useful research secondary? Or is the latter the primary aim? Asks the Evaluation Assessment document prepared by IDRC and the Ford Foundation. Clear and complete answers to these questions are difficult to find without first defining what is «high quality useful» research. IDRC-Ford Foundation do not provide much illumination in the Evaluation Assessment as to what these may be either for the output of the research supported under the competition or generally for the other activities they support.

Be that as it may, 43% of all respondents in this survey see the objective of the competition as promoting and encouraging social science research on issues relating to development in the region. Another 39% see the objective as developing and improving the research capability of researchers in the region. There is no differentiation among awardees and non-awardees in the way they see the objectives of the competition. Moreover, these responses seem to correspond with what the officially declared objectives of the competition are, at least as articulated in the various IDRC project summaries since it joined the activity as co-sponsor in 1979 (cf. for example, Project Summary for Phase IV, 3-P-83-0245, pp.2-4). Note, however, that only a negligible number of persons (8%) see the objective of the competition as merely channelling financial support to researchers.

Question 15

Should the Social Science Research Competition (a) remain open-ended as at present, i.e., catering to various disciplines in the social sciences? or (b) be more close ended, i.e, concentrating on specific disciplines of the social sciences? or (c) remain open-ended but concentrating on specific themes/issues?

Table 10

Orientation	Total (%)	
Remain open-ended as at present	73	(70)
More closed-ended	3	(3)
Open-ended but focus on specific themes/issues	29	(28)
Total	105	(100)*

*Percentage points may not add up to 100 due to rounding

The majority of respondents (70%) feel that the competition should remain open-ended like it has been all these last 10 years. There is not much differentiation among awardees and non-awardees on this issue (78% in one sub-group feel this way, 63% in the other, respectively). Hardly any respondents feel that the competition should be more close-ended, i.e., catering to specific disciplines in the social sciences. This is an important finding given the analysis in the preceding section which showed that the majority of applicants have come from a number of core social science disciplines: economics, education, political science, sociology, and history.

Note that a joint evaluation prepared in May 1981 by Dr. David W. Steedman, Director of IDRC's Social Sciences Division, Dr. Richard Horowitz of the Ford Foundation, and Dr. Alula Abate, Director of the Institute for Development Research at Addis Ababa University also underscored the general consensus among researchers in the region, i.e., «the competition should remain relatively open, as in former years» (see Project Summary, 3-P-83-0245, p.4).

However, it should be noted that slightly more than a quarter of all respondents (28%) in this survey would nevertheless favour a competition that is still open-ended but concentrating more on specific themes or issues of development in the region. Slightly more non-awardees (32%) than awardees (22%) feel this way.

This finding shows that there is a sizable body of opinion in the region which seems to suggest that while not losing the openness that has been the hallmark of the competition over the years, IDRC and Ford Foundation should nevertheless attempt to bring some focus and clarity into the orientation of the competition. This view is supported by the preceding majority opinion (Question 4/Table 9) among respondents which seems to suggest that the objective of the competition should be to promote and encourage social science research on issues relating to development problems in the region.

Among those who feel that the competition should begin to take on this orientation (over a quarter of the respondents or a total of 29 persons), nearly two equal numbers in this group (38% and 34%) feel that research should address current and pressing policy issues or specific contemporary development issues in the region (unemployment, and concerns in agriculture, education and health). A few researchers suggest that research should be more in tune with declared government (development) interests and priorities.

Question 18

Should the competition concentrate in or encourage applications from some countries/sub-regions more than others?

Table 11

Coverage	Total (%)	
Focus on some countries/ sub-regions	36	(34)
Accept applications from all countries	69	(66)
Total	105	(100)

Like the preceding question on whether the competition should remain relatively open, the question of who should be eligible for grants has been central to this project and has been addressed by past evaluations (cf. David W. Steedman *et al.*, op. cit.). Although analysis of file information (Tables 7 and 7a) showed that the majority of applicants (69%) and of awardees (69%) have come from the East African countries (Kenya, Tanzania and Uganda), more than two-thirds of respondents in this survey (66%) say that the competition should encourage participation from all countries of the region. This contrasts with about a third (34%) who say that the competition should concentrate on or encourage applications from some countries or sub-regions. Respondents seem to reject the notion of establishing quotas in favour of less well represented countries/sub-regions in the awards selection process. This, however, does not mean IDRC/Ford Foundation should not encourage more submissions from countries/sub-regions that are under-represented.

A majority of respondents (63%) also believe that awards should be made to staff at public research institutions in the region regardless of national origin (Table 12).

Question 20

Should awards be made (a) only to nationals of the region? or (b) to staff at public research institution of the region regardless of national origin?

Table 12

Preferred Recipients	Total (%)	
Only nationals of the region	30	(37)
All staff at research institutions	66	(63)
Total	105	(100)

File analysis (Tables 7) showed that former applicants came from as many as 26 different countries of the world. Awardees came from some 23 countries (Table 7a). These represent diversities of nationalities of persons working in the universities/research centres in the region. Applicants and awardees from the region, however, came from some 13 odd countries of Eastern and Southern Africa representing the cross section of countries generally covered by IDRC and Ford Foundation Regional Offices. There were no applications or awardees from the following countries of the region: Angola, Mozambique, Djibouti, the Comoros, Burundi, Madagascar, and the Seychelles. These are the lusophone and francophone countries of the region. Language, less developed research capacity as well as different traditions of research seem to be barriers preventing effective participation of researchers from those countries in the competition.

Question 19

Should the competition cater to only higher degree candidates?

Table 13

Cater to Higher Degree Candidates	Total (%)	
Yes	46	(44)
No	58	(55)
Missing	1	(1)
Total	105	(100)

The majority of respondents (55%) feel that the competition should not cater to higher degree candidates only (Table 13). This is as opposed to another 44% who feel it should. Those who feel that the competition should cater to all applicants argue that allocation of awards should be on the basis of merit only. Those who feel that the competition should cater to higher degree candidates only argue that this focus would help this category of researchers produce «high quality» research. The overall impression which seems to come out, however, seems to suggest that the competition should cater to deserving applicants, whether these be the more «settled» researchers or those who are working towards fulfilment of requirements for higher degrees. The basis of selection should be the merits of the research proposals submitted.

2. Administration of the Competition

The following series of questions deal with various aspects of the administration of the competition. Among the issues referred to are publicization of the competition, general administration, transfer of the administration to a local organization, and the suitability of the present time table of submission of proposals and grant allocations.

Question 13

How did you first hear of the Social Science Research Competition?

Table 14

Source of Information	Total	(%)
IDRC-Ford brochures	45	(43)
Colleagues	22	(21)
IDRC/Ford Officers	21	(20)
Own Institution	16	(15)
Other	1	(1)
Total	105	(100)

The majority of respondents (43%) cite IDRC-Ford Foundation mailed brochures as their first source of information about the competition. The number is proportionately higher for recipients of awards (59%) than for non-recipients (29%). Colleagues and IDRC-Ford Foundation Program Officers/Consultants are the next sources of information about the competition for all respondents. Only 15% of all respondents cite their own institution as the first source of information about the competition.

While indicating that mailed brochures should continue to be the medium of disseminating information on the competition, this table also indicates that mailed brochures should continue to be supplemented by interpersonal communication through the regular work of IDRC-Ford Foundation personnel as they travel on other duties in the region. This seems to obviate the need for a Project Coordinator or anyone else for that matter travelling for the sole purpose of handing out brochures in the name of publicising the competition.

Question 22

Presently, the day to day administration of the Social Science Research Competition is managed by IDRC/Ford Foundation. Do you recommend that IDRC/Ford Foundation transfer these responsibilities to a regional organization/institution?

Table 15

Transfer Management/ Administration	Total (%)	
Yes	16	(15)
No	83	(79)
Missing	6	(6)
Total	105	(100)

An overwhelming number of respondents (83 persons or 79%) are against the transfer of the administration of the competition to a regional organization or institution. IDRC and Ford Foundation need to take note of this finding. It can therefore only be concluded that «the process of transferring the responsibilities» for the competition to regional organizations (specifically to OSSREA and SADRA) that is referred to in the Project Summary - 3-P-83-0245 (p.5) is a policy decision which seems to have been taken by certain IDRC and Ford Foundation personnel without due consideration of the views/sentiments of the research community in the region on the matter.

The majority of those who are against the transfer of the competition to a regional organization (78%) either say that IDRC-Ford Foundation «have been doing the job competently and efficiently» (36%) or cite fears of «discrimination», «favouritism» and «nepotism» (42%) should the administration of the competition be transferred to a local organization. Proportionately more non-awardees (92%) than awardees (81%) feel this way.

The following are the reasons given by the 16 persons or 15% of the respondents who feel that the administration of the competition should be transferred to a local organization (not in any order):

regional organizations/institutions understand the needs/priorities of the region than do IDRC/Ford Foundation, regional bodies would be more accessible to researchers, funding mechanisms would be simplified and this would stop IDRC/Ford Foundation from imposing themselves on the researchers of the region.

It should be noted that among the 16 respondents who feel that the administration of the competition should be transferred to a local organization only 4 mentioned OSSREA specifically. SADRA was not mentioned at all. Other organizations/institutions mentioned were as follows:

a «decentralized office of IDRC»! - 4 persons; research institutes (unspecified), universities - 3 persons; UNDP - 2 persons; National Councils for Science and Technology - 1 person.

Question 24

Presently, proposals to the Social Science Research Competition are submitted by early December, the Jury meets and makes awards in mid-February and by early-mid March IDRC/Ford Foundation communicate decisions to applicants. Is this time table consistent with the rhythm of work of the majority of researchers in the region?

Table 16

Suitability of Present Submission Time Table	Total (%)	
Consistent with researchers' rhythm of activities	76	(72)
Inconsistent with researchers' rhythm of activities	17	(16)
Missing	12	(11)
Total	105	(100)

The majority of respondents (72%) feel that the present time table of submission of proposals and allocation of grants conforms to the general rhythm of work of the majority of researchers in the region and should therefore not be changed.

3. On Feedback to Applicants and Awardees

The following series of questions deal with the issue of program feedback in the matter of review of proposals and final reports and providing comments to applicants and awardees. The survey data provided here, however, is only for persons whose proposals were funded -- i.e., 49 persons, or 47% of the respondents of the questionnaire survey.

Question 25

Did you receive any comments from IDRC/Ford Foundation on your proposal?

Table 17

Awardee Received comments on proposal	Total (%)	
Yes	32	(65)
No	17	(35)
Total	49	(100)

Among these awardees, 65% state that they received comments from IDRC-Ford Foundation on their proposals (as opposed to 35% who say they did not). Respondents here state that most of the comments (75%) dealt with conceptual issues or with questions of the research design and methodology. A small number of respondents say that the comments dealt with questions of policy relevance of the research.

The majority of respondents (90%) feel that the comments from IDRC-Ford Foundation were helpful. They say comments were mainly helpful in «clarifying» the conceptual framework of the study or in «consolidating» its methodology. Again, the majority of respondents here (88%) state that they incorporated the comments in a revised proposal.

About two thirds of the respondents here also claim to have received comments from other sources. Among sources cited most frequently are colleagues (48%) and supervisors (27%). The group citing supervisors refers

to awardees carrying out research for fulfilment of requirements for a higher degree. Here too the majority of respondents (91%) claim to have incorporated the comments received into a revised proposal.

Among all the comments received (from IDRC-Ford and other sources) more than half (52%) of the respondents claim to have found the feedback from IDRC-Ford Foundation the most useful. The reasons offered for this are that the comments dealt with salient aspects of their research activities.

Question 33

Did you submit a final research report to IDRC/Ford Foundation?

Table 18

Submitted Final Report	Total (%)	
Yes	32	(66)
No	15	(31)
Missing	2	(4)
Total	49	(100)

Two thirds of the respondents claim to have submitted a final report of their activity as opposed to another third who did not. This latter group however consists of people whose research is still in progress. Such a high proportion of respondents claiming to have submitted final reports is not easily supported by copies of reports actually available on file at IDRC or Ford Foundation. This, however, may be explainable by the poor state of the records which has already been alluded to.

Compared to the large number of respondents who received comments on their proposals from IDRC-Ford Foundation, only comparatively few persons (25%) received comments on their final report. Even if we discount the numbers of persons whose projects are in progress, still it can be seen that at least about a half of respondents with completed activities did not receive comments on their final reports. Three times as many people,

however, (25 persons compared to 8) claim to have received comments from other sources, mainly colleagues. Naturally, colleagues are rated as the best source of comments received. It appears that IDRC-Ford Foundation have never established a mechanism for review of final reports under this activity.

Question 44

In your view, was your Social Science Research Competition award administered efficiently/effectively by IDRC/the Ford Foundation?

Table 19

Administration of Competition	Total	(%)
Administered properly	40	(82)
Not administered properly	6	(12)
Missing information	3	(6)
Total	49	(100)

Nevertheless, the majority of respondents feel that IDRC-Ford Foundation have administered the competition efficiently/effectively. However, nearly equal numbers of persons feel that the size of the grants (\$7,500 U.S.) is inadequate (41%) as do feel it is adequate (39%).

Question 45

In the light of your field research experience, was the budget allocated for your Social Science Research Competition project adequate for the activity?

Table 20

Was Research Grant adequate?	Total	(%)
Adequate	19	(39)
Inadequate	20	(41)
Missing information	10	(20)
Total	49	(100)

4. Affiliation of Awardees

As the file analysis indicated the majority of applicants (Table 2) and awardees (Table 2a) are full time members of staff of local research institutions (mainly universities). The questionnaire survey of awardees confirms the same. Over three quarters of the respondents are full-time members of staff at these institutions.

Question 39

During the course of your Social Science Research Competition project, were you
(a) a full-time member of the research institution where you were based? or
(b) an affiliate member of the institution?

Table 21

Affiliation of Awardees	Total (%)	
Full time local institution	38	(78)
Affiliate of local institution	5	(10)
Missing information	6	(12)
Total	49	(100)

The institutional base of the researchers provided them with certain infrastructural supports to enable them to carry out the research. Among them were office space and administrative and secretarial and clerical support. Institutional affiliation also made possible an atmosphere conducive to intellectual production.

5. On Dissemination of Research Findings

A significant number of awardees responding to the questionnaire survey state that they would have liked to exchange views/ideas/information with other recipients of the competition.

Question 42

Would you have liked to exchange views/ideas/information with other recipients of Social Science Research Competition awards?

Table 22

Would you have liked to exchange info?	Total	%
Yes	40	(82)
No —	6	(12)
Missing information	3	(6)
Total	49	(100)

The specified ways in which they would have liked to do this are as follows: workshops/seminars (66%), newsletters/abstracts of research findings (18%), and exchange of research papers, etc. (15%). Since no organized means of enabling awardees to share information exists at the present time, the sentiments presented here should be noted.

Notice should be taken of the use to which awardees claim to have put their research findings.

Question 48

Have you used the research findings in any way?

Table 23

Ways in which findings used	Total	(%)*
Workshop/Seminars	18	(31)
Conference	17	(35)
Teaching	24	(49)
Consultancy	6	(12)

*Figures add to more than 100% due to multiple responses.

Nearly a half of the respondents claim to have used their research findings for teaching. Findings were also used for workshops/research seminars (31%) and for presentation at conferences (35%). It would appear that researchers themselves are generally quite active in the dissemination of their own research findings. However, only a small number of respondents (35%) seem to have published their findings.

Question 49

Have the research findings been published?

Table 24

Were findings Published?	Total (%)	
Yes	17	(35)
No	22	(45)
Missing information	10	(20)
Total	49	(100)

Among the small number of persons who claim to have published their findings, journals were the favoured medium (12 persons) as compared to other outlets (e.g., books, 2 persons).

6. On the Assumed Impact of the Competition

The questions below examine the assumed impact of the competition in terms of advancing the research and professional careers of the awardees, this again as reported by awardees who responded to the questionnaire survey. Finally, we examine the extent to which the competition is perceived to have contributed to the establishment and maintenance in the region of a social science research community with higher levels of scholarship.

Question 55

To what extent has the award helped your research career?

Table 25

Influence on Research Career	Total	(%)
None	-	(--)
Little	8	(16)
Significant	15	(31)
Great deal	24	(49)
Missing information	2	(4)
Total	49	(100)

About a third (31%) and nearly a half of the awardees (49%) responding to the questionnaire survey claim that the research award has helped them significantly/a great deal in their research career, respectively. This is compared to 16% who say that it has helped them only a little.

Nearly 40% of the awardees claim that the Social Science Research Competition award led them to other research. Slightly less than a third of the awardees (31%) however say that it did not while information on this point was not provided by an equal number (31%).

Comparable numbers of awardees claim that the Social Science Research Competition has helped in their general professional career advancement (Table 25) below.

Question 56

To what extent has the award helped in your general professional career?

Table 26

Influence on Professional career	Total	(%)
None	-	(--)
Little	3	(6)
Significant	14	(29)
Great deal	22	(45)
Missing information	10	(20)
Total	49	(100)

Nearly three quarters of the awardees responding to the questionnaire survey (74%) claim that the competition has contributed significantly to a great deal in their general professional career advancement. Over a third who responded in this way, i.e. 18 persons or 38% of awardees responding to the questionnaire, had used the research funded under the competition in fulfilment of requirements for a higher degree (94% - Ph.D.). However, another 25 persons, or 51% of awardees responding to the questionnaire, said that their research findings had not been used for this purpose. It is for this group that the research had contributed to general career advancement, perhaps to promotion, more likely to acquisition and consolidation of research skills (cf. information on applicants' and awardees' perceptions of the objectives of the competition (Question 14/Table 9).

Significant numbers of persons who responded to the mailed questionnaire (both awardees and non-awardees) reported that the competition has had overall impact within the region (Question 21/Table 27 below).

Question 21

In your assessment, to what extent has the Social Science Research Competition contributed to the establishment and maintenance in the region of a social science research community with higher levels of scholarship?

Table 27

Contribution of the competition	Total (%)
None	4 (4)
Little	23 (22)
Significant	35 (33)
Great deal	15 (14)
Missing	28 (27)
Total	105 (100)

A third to nearly a half of all respondents (or 47% overall) feel that the competition has contributed from significantly to a great deal to the establishment and maintenance in the region of a social science research community with higher levels of scholarship. This should be compared to the insignificant 27% numbers of those who state that the competition has made little or no contribution (slightly over a quarter of all respondents).

Those who claim that the competition has had a significant to a great deal of impact see this as having come about through «awakening» interest in research. Others say that the competition has «made research possible». (This is perhaps a reference to the fact that the competition is one of the few means of funding that is still available to researchers in the region.)

Those who claim that the competition has had little or no impact cite the following explanations: bias in awards allocation, few allocations, and that research findings have generally not been published or disseminated in any way. As can be expected, the majority of the respondents who feel this way, or nearly three quarters of them, are non-awardees.

ANNEX 2

EVALUATION QUESTIONNAIRE



CANADA

REGIONAL
OFFICE
FOR
EASTERN AND
SOUTHERN
AFRICA
P.O. Box 62084
NAIROBI
KENYA
Cable:
RECENIRE
Telex:
23062
Telephone:
330850

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE
CENTRE DE RECHERCHES POUR LE DEVELOPPEMENT INTERNATIONAL

Nairobi, March 7th, 1985

IDRC-FORD FOUNDATION SOCIAL SCIENCE
RESEARCH COMPETITION: EVALUATION

Dear Past Applicant,

During the last 10 years or so first the Ford Foundation and then together with the International Development Research Centre (IDRC) have been providing support to researchers in Eastern and Southern Africa through the Social Science Research Competition. During that period nearly 500 research proposals were submitted to the competition and about a quarter of them were funded. The two organizations are now carrying out an evaluation of this programme of support in order to determine what has been achieved through it and what directions the activity should take in the future.

As a past participant in the Social Science Research Competition, we urge you to assist in this evaluation by filling out the attached questionnaire. In order for your contribution to be included in the analysis, we need to receive your completed questionnaire on or before April 19, 1985. Please send the filled out questionnaire, airmail, to IDRC at the following address:

IDRC Regional Office
P.O. Box 62084
NAIROBI - Kenya.

All applicants to the Social Science Research Competition should fill out Section I. Past awardees under the competition should also fill out Section II.

Thank you for your cooperation.

Yours faithfully,

R Bruce Scott
Regional Director

EVALUATION QUESTIONNAIRE

SECTION I (ALL APPLICANTS)

1. Name: (surname first) - optional - _____
2. Current Institutional address: _____

3. Age: _____; 4. Gender: a.) male: _____; b.) female: _____
5. a.) Country of origin: _____
b.) Country of residence at first application to the SSR Competition: _____

6. Occupation and Institutional base at time of first application: _____

7. Present occupation and institutional base: _____

8. Academic qualifications at time of first application to the SSR Competition (institution and country):
a.) _____
b.) _____
c.) _____
9. Academic qualification as at present:
a.) _____
b.) _____
c.) _____
10. Title(s), discipline area(s) and estimated budget of research proposal(s) submitted to the SSR Competition: Please indicate year and which proposal(s) successful/unsuccessful:
a.) _____
b.) _____
c.) _____
11. Research projects (title, budget, source of funding, discipline area) carried out prior to application to the Competition:

12. Research projects (title, budget, source of funding, discipline area) carried out since your first application to the Competition and thereafter:

13. How did you first hear of the Social Science Research Competition?
a.) IDRC/Ford Foundation Program Officers/Consultants: _____
b.) Own institution: _____
c.) IDRC/Ford Foundation mailed brochures: _____
d.) Colleagues: _____
e.) Other (please specify): _____
14. What do you understand to be the objectives of the Social Science Research Competition? _____

15. Should the Social Science Research Competition
a.) remain open-ended as at present, i.e., catering to various disciplines in the social sciences? _____ OR
b.) be more closed-ended, i.e., concentrating on specific disciplines of the social sciences? _____ OR
c.) remain open-ended but concentrating on specific themes/issues? _____
16. If you have responded that the Competition should remain open-ended but concentrating on specific themes/issues, what should these be? _____

17. In your opinion, which key disciplines constitute the social sciences? _____

18. Should the Competition concentrate in or encourage applications from some countries/sub-regions more than others?
a.) Yes: _____; b.) No: _____; c.) Please explain: _____

19. Should the Competition cater to only higher degree candidates?
a.) Yes: _____; b.) No: _____; c.) Please explain: _____

20. Should awards be made a.) only to nationals of the region? _____
OR b.) to staff at public research institutions of the region regardless of national origin? _____
21. In your assessment, to what extent has the Social Science Research Competition contributed to the establishment and maintenance in the region of a social science research community with higher levels of scholarship?
a.) Not at all: _____; b.) A little: _____; c.) Significantly: _____
d.) A great deal: _____; (Please explain): _____

22. Presently, the day to day administration of the Social Science Research Competition is managed by IDRC/Ford Foundation. Do you recommend that IDRC/Ford Foundation transfer these responsibilities to a regional organization/institution?

-3-

a.) Yes: _____; b.) No: _____; Please explain: _____

23. If yes, which organizations/institutions would you recommend the administration of the Competition be transferred to? (In rank order):
- _____
- _____

24. Presently, proposals to the Social Science Research Competition are submitted by early December, the Jury meets and makes awards in mid-February and by early-mid March IDRC/Ford Foundation communicate decisions to applicants. Is this time table consistent with the rhythm of work of the majority of researcher in the region?

a.) Yes: _____; b.) No: _____; Please explain your response: _____

SECTION II (PAST AWARDEES ONLY)

25. Did you receive any comments from IDRC/Ford Foundation on your proposal?

a.) Yes: _____; b.) No: _____;

26. What aspects of your proposal did the comments deal with mainly?

a.) Conceptualization: _____; b.) Design and methodology: _____;

c.) Other (specify): _____

27. Did you find the comments helpful? a.) Yes: _____; b.) No: _____;

c.) Please explain: _____

28. Did you incorporate the comments in a revised proposal?

a.) Yes: _____ b.) No: _____; c.) Please explain: _____

29. During the course of your research project, did you receive comments/advice/guidance from other sources? a.) Yes: _____; b.) No: _____;

30. If yes, please indicate the sources: _____
- _____

31. Did you incorporate the comments/advice/guidance into the project?

a.) Yes: _____; b.) No: _____

32. Of all the comments received(e.g., from the IDRC, the Ford Foundation and others), before and during the implementation of the project, which source did you find most useful and why? _____
- _____
- _____

33. Did you submit a final research report to IDRC/Ford Foundation?

a.) Yes: _____ b.) No: _____;

34. Did you receive any comments from IDRC/Ford Foundation on your final research report? a.) Yes: _____; b.) No: _____
35. If YES, were the comments helpful? a.) Yes: _____; b.) No: _____; c.) Please explain: _____
36. Did you receive comments on your final research report from others? (e.g., colleagues at your institution or elsewhere) a.) Yes: _____; b.) No: _____;
37. Of all the comments received (e.g., from the IDRC, the Ford Foundation and others) on your final research report which source did you find most useful and why? _____
38. If you did not submit a final research report to IDRC/Ford Foundation, please explain why? _____
39. During the course of your Social Science Research Competition project, were you a.) a full-time member of the research institution where you were based? _____ OR b.) an affiliate member of the institution? _____
40. If you were an affiliate of the research institution, what role did the institution play? _____
41. Was this role a help or a hindrance to your research project? _____
42. Would you have liked to exchange views/ideas/information with other recipients of Social Science Research Competition awards? a.) Yes: _____; b.) No: _____
43. If yes, in which ways should this exchange have been carried out? _____
44. In your view, was your Social Science Research Competition award administered efficiently/effectively by IDRC/the Ford Foundation? a.) Yes: _____; b.) No: _____; c.) If No, Please explain: _____
45. In the light of your field research experience, was the budget allocated for your Social Science Research Competition project adequate for the activity? a.) Yes: _____ b.) No: _____; c.) If NO, indicate how much allocation would have been adequate: _____
46. How many copies of your report were made? _____
47. How many were circulated: a.) within your institution? _____

- b.) within the country where the research was conducted? _____
- c.) elsewhere (please specify): _____
48. Have you used the research findings in any way?
- a.) Workshop: i.) Yes: _____; ii.) No: _____
- b.) Conference i.) Yes: _____; ii.) No: _____
- c.) Teaching: i.) Yes: _____; ii.) No: _____
- d.) Consultancy: (specify) _____
i.) Yes: _____; ii.) No: _____
- e.) Other (specify) _____
49. Have the research findings been published? a.) Yes: _____; b.) No: _____
50. If yes, please specify where? a.) in a book: _____
b.) in a journal: _____
c.) other (specify): _____
51. Did the Social Science Research Competition award lead you on to other research? a.) Yes: _____; b.) No: _____
52. If yes, please specify title, budget, source of funding and discipline area of research _____
53. Was the research funded under the Competition used to fulfil the requirements for a higher degree(s)? a.) Yes: _____; b.) No: _____
54. If yes, which degree(s)? _____
55. To what extent has the award helped your research career?
- a.) Not at all: _____
- b.) A little: _____
- c.) Significantly: _____
- d.) A great deal: _____
56. To what extent has the award helped in your general professional career?
- a.) Not at all: _____
- b.) A little: _____
- c.) Significantly: _____
- d.) A great deal: _____
57. To your knowledge, has anyone used your research results for any purpose? (e.g.)
- a.) Policy formulation i.) Yes: _____; ii.) No: _____
- b.) Teaching i.) Yes: _____; ii.) No: _____
- c.) Consultancy: i.) Yes: _____; ii.) No: _____
- d.) Other research i.) Yes: _____; ii.) No: _____
- e.) Other (please specify): _____

SUBMISSIONS 1982

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
1. Prof. Wondimu Habtamu	M	Ethiopian	Psychology, AAU	Peasant Motivation in Agricultural Producers Cooperative.	S
2. Mr. Bothomani	M	Malawian	Public Admin. U Malawi	An Organizational Analysis of Lilongwe Rural Development Project.	S
3. Hidaru, Alula	M	Ethiopian	Box 17, Addis Ababa,	Ethiopia Land Reform and Rural Development	S
4. Dr. Bwalya M C		Zambian	Political Admin. Studies Univ. of Zambia	Strategy Inconsistency and Agricultural Transformation in Rural Zambia.	U
5. Mkomu, Ms. Alice	F	Tanzanian	UDSM Library, P O Box 35092, DSM, Tanzania	Dating and Marriage Patterns	U
6. Dr Kiwanuka, E G	M	Ugandan	Language Educ. Makerere University	Classroom Discourse in a Second Language Situation.	U
7. Ms. Mbeki, Zenale	F	Zambian	University of Zambia	A Critique of the Political Economy of Apartheid in the Exploitation of African women: A Theoretical Basis for a Radical Change Strategy.	U
8. Mr. Ahibisibwe	M	Ugandan	Economics Dept. Makerere	Economics of Water and Soil Conservation Practices on Small Scale Farms in Machakos District, Kenya.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCO
9. Dr. Mamdani H Mahmood	M	Ugandan	Pol. Science, Makerere	Commercialization of Agriculture and Peasant Differentiation in Uganda.	U
10. Mr. Saira H M	M	Tanzanian	Inst. Dev. Management P O Box 7 Nzube, Morogoro, Tanzania	Corporate Strategic Planning in Tanzania State Business Enterprises.	U
11. Mbogori L E Y	M	Tanzanian	History, UDSM	The Food Question: Towards a Comprehensive Food Strategy in Tanzania.	S
12. Dr. Nyangira Nicholas	M	Kenyan	Dept. of Govt., U.Nbi	Oathing and Politics in Kenya	U
13. Mr. Mbaaga, Frank	M	Ugandan	Makerere University Kampala, Uganda	The Introduction of Family Life Education in the School Curriculum	
14. Mr. Mubazi John	M	Ugandan	Economics, Makerere Uni.	World Bank Operations in East Africa	U
15. Haile (funded under Fords Population program)	M	Ethiopian	Basic & Social Science Gondar College of Med. Science, Ethiopia	The Socio-Culture Determinants of Fertility	?
16. Dr. Kiminyo, Daniel	M	Kenyan	Educ. Psych. KUC	The Influence of Language on School Performance.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
17. Dr. Mwase, Ngila	M	Tanzanian	Economic Res. Bureau UDSM, UN - Nambian Inst.	The Economics of Tazara	U
18. Dr. Obone, A.E.	M	Ugandan	Dept. Econ. Makerere	The Contribution of the Government Expenditure to the Economic Development of Uganda 1964-1980.	U
19. Prof. Kapenzi, Geoffrey,	M	Zimbabwean	Babson College, Wellesley MA 02157 U S A	African Entrepreneurship in Zimbabwe	U
20. Mr. Crush Jonathan	M	British	Social Science Research Unit, Univ. Swaziland.	Land and Labour in Colonial Swaziland	S
21. Mr. Ole Sena, Sarone	M	Kenyan	Bureau of Ed. Research KUC	Education and Socio Economic Changes in Semi Arid Areas: Maasai Responses in Kenya.	S
22. Dr. Kariuki, Priscilla	F	Kenyan	Sociology, U.Nbi	Assessing the Factors Related to Secondary School Students' Educational & Occupational Aspirations.	U
23. Dr. Musoke, Issa K S	M	Tanzanian	Sociology, Univ. Swazi.		
24. Mrs. Olenya, Joyce	F	Kenyan	IAS, U. Nbi	Social Change and Dietary Patterns Among the Samia of Western Kenya.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCO
25. Mr. Ogutu G E	M	Kenyan	Rel. Studies, U. Nbi	Religious Impact on Socio-economic Development og Rural Kenya with Special Reference to Siaya District.	U
26. Mr. Sikhonze, Bongin-khosi	M	Swazi	History, Uni. Swaziland	Capitalism and Restructuring of Swazi Agricultural Economy.	S
27. Dr. Maranga, J S	M	Kenyan	Bureau of Ed. Research KUC	Divergences in Performance of the Certificate of Primary Education Between Boys and Girls.	U
28. Mr. R M Mukandawire	M	Malawian	School of Dev. Studies Univ. of East Anglia Norwich NR 4 7 TJ England (Bunda College of Agric. Box 219 Lilongwe, Malawi	Study of Agricultural Extension in the Lilongwe Land Development Programme (LLP) Malawi.	U
29. Mr. Hizza, G N	M	Tanzanian	Tanzania Railway Corp. Box 468 Dar es Salaam	Tanzania Railway in Fucus 1887-1977	U
30. Ms Kassam, Aneesa	F	Kenyan	Literature, U. Nbi	Gabbra Traditions of Origin	S
31. Dr. Muthiani Joseph	M	Kenyan	Language Dept, KUC	Aspects of Kenya's Toponyms	U
32. Mr. Haynes, Raymond	M	Guyanese	Educ. Univ. Zambia	Emergence of Non Standard Dialect of English in Zambia.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
33. Mr. Mihyo, Pascal	M	Tanzanian	Law, UDSM	Contrasting Approaches to Collective Bargaining in Tanzania's Private and Public Enterprises.	S
34. Dr. Yadila, Cephas	M	Zambian	Dept of Educ. Uni. Zamb.	The Learning of Selected Genetics Empirical Laws.	U
35. Kanya A (Dr.) Chama S (Mr)	M M	Ugandan Zambian	School of Business & Industrial Studies, U of Zambia, Box 21692, Kitwe, Zambia	Job Opportunities for Out-of School Youths in Ndola District.	U
36. Mr. Mbogoro, Damas	M	Tanzanian	Economics, UDSM	Exports of Manufactures from African Countries: A Study in Economic Development and the Structure of Industrial Exports.	S
37. Mr. Rambanapasi Christopher	M	Zimbabwean	Geography, Uni. Zimbabwe	Historical Socio-economic and Physical Criteria for Delimitation of the Planning Regions of Zimbabwe.	U
38. Dr Makau, Muja	M	Kenyan	Busi. Ed. KUC	The Economics Benefit of Primary Education.	U
39. Sago, Lawrent M.	M	Tanzanian	Inst. of Education, UDSM	The Role of the Church in Rural Development: The Case of Kigoma Region.	U
40. Mr. Rutayisire, Lawrean	M	Rwandese	Economics, UDSM	Development Financing in Tanzania. An Analysis of the Determination of Private and Public Savings 1964 - 1980.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
41. Dr. Takirabunde, Peter	N	Ugandan	Dept Accountancy U. Swaziland Kwaluseni	The Law of Business Organization in Botswana, Lesotho and Swaziland.	U
42. Ms Meena Ruth	F	Tanzanian	Politi. Sc. UDSM	Impact of Foreign Aided Educational Programmes.	S
43. Dr Ebagit, Zerubbabal Ojiman	M	Ugandan	Dept Econ. U. Nbi	Fiscal Management Problems Affecting the Local Government in Kenya.	U
44. Mbwiliza, J F	M	Tanzanian	Fac. Arts, UDSM	The Hoe and the Stick: Towards a Regional History of the Southern Africa Interlacustrine states.	U
45. Mr. Chemoges, Aggrey	M	Kenyan	Dept. Govt. U. Nbi	Uganda and the Disintegration of the East African Community Between 1971 and 1977.	U
46. Dr. Njoroge Ng'ang'a	M	Kenyan	KUC	The Historical Forces Movements that have influenced the Development Pattern of Primary Education in Kenya.	U
47. Dr. Bogonko, S N	M	Kenyan	Educ. Foundations, KUC	Primary School Categorization, CPE Performance and Consequent Secondary School Selection in Kenya.	U
48. Bogonko, S N	M	Kenyan	Educ. Foundations, KUC	Catholicism and Protestantism in the socio Economic and Political Progress in Kenya.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
49. Dr. Ngwisha J.	M	Zambian	University of Zambia	Urbanization and Family Change in Zambia	U
50. Ms Lihamba Amendina	F	Tanzanian	Dept of Music, UDSM	The Politics of Theatre Production - the Case of Tanzania.	U
51. Mrs. Mlamba, Penina	F	Tanzanian	Dept of Music, UDSM	Cultural Policy and Plans in Tanzania: The Case of Theatre	S
52. Ms Shisana, Olive	F	Zimbabwean	John Hopkins Univ. Dept of Behavioural Studies, School of Hygiene	The Social Factors in the Etiology of Hypertension Among Zimbabweans Affected by the War.	U
53. Ato Lirenso, Alemayehu	M	Ethiopian	IDR, Addis Ababa Uni.	Journey to work and its Impact on Industrial Production.	U
54. Mr. Mhina, Amos	M	Tanzanian	Politic. Science, UDSM	The Village vis-a-vis the External Forces	S
55. Change	M	Zimbabwean	Univ. Zimbabwe	Tiyo's Footsteps	U
56. Mr. Mustafa, Kemal	M	Tanzanian	Sociology, UDSM	Critique of Participatory Research as Employed in the Jibemoyo Project in Relation to Pastoralist Development.	U
57. Mr. Mvula E S	M	Malawian	Dept of Chichewa & Linguistics, U. Malawi	Folktales and Society: Storytelling in Chewa Communities.	U
58. Mr Kiorndo, Andrew	M	Tanzanian	Politi. Science, UDSM Toronto University	The Impact of World Bank Aided Projects in Rural Development.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
59. Samuel Makinda (Mr)	M	Kenyan	c/o Regional Director ACT Regional Officer P O Box 887 Canberra ACT 2001 Australia Dept Govt. U.Nbi	The Superpowers in the Horn of Africa	U
60. D J M A Opiro-Odongo	M	Ugandan	Agri. Economics Makerere Univ.	Mass Communication and Development in Rural Uganda.	U
61. Dr M P Oniang'o	M	Kenyan	Philosophy & Rel. Studies, KUC	The Social Impact of Mumias Sugar Scheme.	U
62. Jouet Josian	F	French	School of Journalism U. Nbi	Mass Communication Systems in Kenya	U
63. Mr. Mokeyane Mohulatsi E.	M	S. African	Box 7273, Pittsburg PA 15213 USA	Nature and Integration of Budget Accounting For Economic Development: The Case of Botswana.	U
64. Dr Nthamburi	M	Kenyan	Dept. Philos. KUC	Attacking Rural Poverty: Ethical Consideration on Agrarian Reform and Food Production in Kenya.	U
65. Von Mitzlaff	M	German	IDS UDSM	Applicant did not qualify not affiliated to any regional research institution	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
66. Mr. Mwanga-Zake Elija	M	Ugandan	Inst of Statistics & Applied Economics, Makerere Univ. University of East Anglia	Construction of Graduated Tax Potential Indicators	U
67. Samata, Pwima Chandra	M		Economics, U. Zambia	Growth of the Non-Copper Industrial Sector in Zambia	U
68. Mr. Mwiria Kilemi	M	Kenyan	c/o John Munyanyi Stanford	The Harambee Secondary Schoola Movement: A Historical Perspective.	U
69. Olembo, Dr. J.	M	Kenyan	Educ. Psych. KUC	How Rainsstorm and wind Affect Primary School Education in the Republic of Kenya.	U
70. Mrs. Olembo Wareney Hyacinth	F	Kenyan	Ed. Commu. KUC	The Status of Poetry in the First Ten Years of Formal Secondary Education in Kenya.	U
71. Shiroya, J E Okere (Prof	M	Kenyan	KUC		
72. Mrs. Ayot, Theodora	F	Kenyan	History, KUC	Role of Women and Cultural Assimilation in the Foundation of the Luo Societies in the Pre-Colonial times.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
73. Ochieng	M	Kenyan	KUC	Nyakach: Biography of Ramogi Achieng Oneko	U
74. Dr Okech Jack Green	M	Kenyan	Kenya Institute of Educ. Box 30231, Nbi	Analysis of Attitudes Towards Mathematics of Form IV & Form VI students and the mathematical skills hiring officials need.	U
75. Mr Matango, Reuben	M	Tanzanian	SLP 46, Tarime, Tanzania	Agricultural Research in Tarime District 1981-82.	U
76. Dr. Mwangiru Wanjiku	F	Kenyan	Geography, U. Nbi.	Agricultural Land Use Change in Murang'a District.	U
77. Mr. Mwangiru George	M	Kenyan	Mwasco Consultants Dept Sociology U.Nbi.	Profile of the Urban Workers with an Emphasis on workers in Industry.	U
78. Opria-Okwaro	M	Ugandan	All Africa Council of Churches	Africa and the Superpowers: Problems of Independence, Unity and Social Transformation.	U
79. Opria-Okwaro	M	- do -	- do -	China and Eastern Africa	S
80 Dr Orwa, Katete	M	Kenyan	Dept Govt. U.Nbi	Orundu Culture and Food Situation on Rusinga Island, South Nyanza.	U
81. Mpofu, Joshua M	M	Zimbabwean	Pol. Sc. U. Zimbabwe	Social Economic Problems in Zimbabwe	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
82. Prof. Micere Mugo	F	Kenyan	Fac. Arts, U. Nbi	Literature for Kindergarten and Lower Primary School Children in Kenya.	U
83. Dr. Wilson, Eddie	F	American	Inst. Development Management, Nzumbe, Box 5, NZUMBE, Tanzania	Women Managers in Tanzania. A Baseline Study.	U
84. Mr. Nankumba Sinoya	M	Malawian	Bunda College of Agric. Box 219, Lilongwe, M.	An Appraisal of 'Oxenization' of Small Holders of Agriculture in Malawi.	U
85. Withdrawn				Business Management Training for Motswana Entrepreneur.	S
86. Mrs. Jones-Dube, Elvy	F	American	Inst. of Adult Ed. U of Botswana	A Study of Hydro climatology of the Upper Athi Drainage Basin.	U
87. Mr Kairu, E.	M	Kenyan	Geography, Univ. Nbi.	Relevant Notes on Research Outline for PhD in Social Anthropology.	U
88. Nega Teklu Baudanie	M	Ethiopian	Box 21991, Addis Ababa	Strategies of Agricultural Production in Lesotho.	U
89. Cadribo, A R (Mr)	M	Ugandan	Dept of Political and Admin. Studies, Nat Univ. of Lesotho, P O ROMA 180	Epic in Sub-Sahara Africa: The Odyssey of Morite-Nvilee	U
90. Prof. Kamera, W d Dr Mbise, I R	M M	Tanzanian Tanzanian	Dept Literature, UDSM - do -		

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
91. Mr. Seba, Magoiya	M	Kenyan	Kenya Archeol. Research Agency, Box 10614, Nbi	Material Culture Study and Collection Among the Kuria People.	U
92. Dr Kandoole Benson	M	Malawian	Dept Econ. U. Malawi Zomba	Brain Drain in Southern Africa	U
93. Mr. Nothale, Dailes	M	Malawian	U. of Malawi, Dept of Rural Development Nox 219, Lilongwe	Factors Affecting Labour Inputs in Small Scale Agriculture in Malawi	U
94. Dr Coobe Trevor	M	Zambian	Livingston College Salisbury, Harare	The Life and Times of J E K Aggrey 1875-1927.	S
95. Dr Chitere, Preston	M	Kenyan	Sociology, U.Nbi	The Response of Rural Communities to Programs of Central Government Agencies.	U
96. Dr. Ng'andwe, Chisalebwe	M	Zambian	Univ. Zambia, Dept of Economics	The Economics of Social Services in Zambia: The Case of Educational and Medical Services.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	O
1. Dr. H. O. Ayot	M	Kenyan	Chairman, Dept. of Educational Comm. & Technology. Kenyatta University College, Box 43844	An investigation into the Pre-Colonial Economics Factors Influencing the Movements and settlement of the People in Kenya. A case study of the Interlacustrine Regions.	S
2. Mr. Phonius M. Dlamini	M	Swazi	The University College of Swaziland, P.O. Luyengo Swaziland	The Stimye Sugar Project: Rural Development Study in Eastern Swaziland	S
3. Dr. J. S. Maranga	M	Kenyan	Kenyatta University College, Faculty of Education, Box 43844	Divergences in the Performance of Certificate of Primary Education, between Boys and Girls.	U
4. Barri Archangel Wanji	M	Ethiopian	University of Dar es Salaam Dept. of Sociology Box 35043	Social Formation: The Development, Balance Sheet and Prospects in Autonomous South Sudan since 1972.	U
5. Teka Gebremariam Wakjira	M	Ethiopian	P.O. Box 41141 Nairobi	The Education of Women in Kenya and Tanzania: Striving Toward Equal Opportunity.	U
6. Masipula Sithole	M	Zimbabwean	Department of Political Administrative Studies University of Zimbabwe, Box MP 167 Mt Pleasant, Harare	Zimbabwe: Toward a One-Party State (Problems and Prospects)	U
7. Eli S. Heruye	M	Tanzanian	Sociology Department, University of Dar es Salaam Box 35043	Financial Incentives and Motivation in Selected Productive Parastatal Organisations in Tanzania.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OR
8. Samuel N. Chipungu	M	Zambian	University of Zambia, School of Education, History Department, Box 32379	Cattle Rustling in Zambia, 1964-1982	1
9. Dr. Daniel M. Kiminyo	M	Kenyan	Chairman, Department of Educational Psychology Kenyatta University College, Box 43844	National Aptitude Testing Scheme: A Validation Testing	1
10. Mr. I. K. Musoke	M	Tanzanian	The University College of Swaziland, Kwaluseni Campus, P/Bag Kwaluseni, Swaziland	The Food Question in Swaziland: The Need for a new Agricultural Development Strategy	S
11. Tuntufye S. Mwamwenda & Bernadette B. Mwamwenda	M F	Tanzanian Ugandan	University of Botswana P/Bag 0022 Gaborone	The Emergence and Developments of Concrete Operational Concepts among Botswana Children.	S
12. E. P. R. Mbakile	M	Tanzanian	The National Literacy Centre Box 1141, Mwanza Tanzania	The Influence of Early Childhood Education on School Achievement in Botswana.	U
13. Kimani wa Njoroge	M	Kenyan	Department of Languages and Linguistics Kenyatta University College, Box 43844 Nairobi	The Contribution of Literacy work in the Promotion of Active Involvement in Community Affairs by the Literacy Workers and the New-literates: A case of Tanzania	S
14. R. Mutua/A. Obura	M	Kenyan	Faculty of Education KUC	Student Proficiency in Four Language Areas	U
				Oral English Among Form Four School Leavers: A Study of Acceptability	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	U
15. Wekesa M. Wesonga	M	Kenyan	Department of Economics Makerere University Box 7062 Kampala	Uganda's External Trade - An Analysis of the Economic Impact of the Amin Dictatorship.	U
16. S. M. Kapunda	M	Tanzanian	Faculty of Arts and Social Sciences, University of Dar es Salaam Box 35043 Tanzania	Consumption Patterns and Tanzania's Economic Development	U
17. Mr. Magolga Seba	M	Kenyan	Kenya Archaeological and Ethnographic Research Agency, Box 10614, Nairobi	Material Culture Collection in Western Kenya.	U
18. Isaac Sindiga	M	Kenyan	Department of Geography, Syracuse University, New York U S A	Land and Population Problems in Marginal Semi-Arid and Arid area of Kenya.	S
19. Kimani A. Njoroge & Grace K. Wambui	M F	Kenyans	Department of Languages and Linguistics, Kenyatta University College, Box 43844 Nairobi	Universal, Compulsory and Free Education in Kenya.	U
20. Befekadu Degefe	M	Ethiopian	Department of Economics Addis Ababa University Box 1176 Addis Ababa	The Development of Ethiopia's Monetary Policy.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	O
21. Chimumba David Phiri	M	Malawian	University of Wales CWRT, MAWR, WAUFAMR, ABBERSTWTH, DYFED SY 23 3AN, Wales U K	An Economic Evaluation of the Smallholder Farming Systems on Salima Agricultural Development Division of Malawi - The Base for Development Planning.	S
22. Steil H. Mwaka	M	Ugandan	University of Nairobi Box 30197, Nairobi	Rates: Taxation for Local Authority Revenue: Case Study of Thika.	U
23. Zevron Steven Gondwe	M	Tanzanian	Faculty of Law University of Dar es Salaam, Box 35091	The Double - Allocation of Rights of Occupancy in Tanzania: Whether the Law?	U
24. Joseph Muthiani	M	Kenyan	Languages and Linguistics Department, Kenyatta University College, Box 43844	Water Sociology: Water Consumption in Making things people use.	U
25. George J. Makusi & Dr. Angwara D. Kiwara	M M	Tanzanians	Institute of Development, University of Dar es Salaam Box 35169	Accidents and Ill-Health at Work: An Analysis of Causes and Effects in some Tanzania Industries	S
26. Wilfred A. Ongaro	M	Kenyan	Department of Economics, Gothenburg University, Parentesen B: 113, S-223 52 LUND Sweden	Economic Impact of the Diffusion of Hybrid Maize Production Technology in Western Kenya (1972-1982)	S
27. S. A. Sikazwe & P. A. Manda	M M	Tanzanians	The Library, University of Dar es Salaam, Box 35091 Tanzania	Library Use by Social Scientists Working in Tanzanian Academic Institutions	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OU
28. A. Classen	M	Kenyan	Faculty of Education Department of Educational Comm. & Tech. Kenyatta University College, Box 43844	An Investigation into the Patterns of Non-Verbal Communication/Behaviors Related to Conversational Interaction between Mother Tongue Speakers of Languages Cognate with Swahili.	S
29. Thomas J. Hopkins	M	American	School of Humanities and Social Sciences, University of Zambia Box 32379 Lusaka	Servant Society: Its Social and Economic Functions in Urbanization and Development	U
30. B. C. Nindl	M	Tanzanian	Faculty of Arts and Social Sciences University of Dar es Salaam, Box 35045	The Socio-Cultural Value of Children to Parents.	U
31. Mrs Matora Makara	F	Sotho	National University of Lesotho, Box 180 Roma	The Role of Basotho Women in Management of Development in Lesotho.	S
32. John K. E. Mubazi	M	Ugandan	Department of Economics Makerere University Box 7062 Kampala	World Bank Group Operations in Eastern Africa.	U
33. Prof. Andrew Horn	M	American	Department of English National University of Lesotho, Box 180 Roma	Theatre and Social Change in Southern and Central Africa: A Comparative Study.	
34. Mukalazi Kibuka	M	Ugandan	University of Botswana P/Bag 0022 Gabarone	Money, Credit and Socio-Economic Development in Botswana, Lesotho and Swaziland: The History of Commercial Banks and their role in Development since Independence	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	O
35. John C. K. Kabagambe	M	Ugandan	University College of Swaziland, Luyengo Campus, P.O. Luyengo Swaziland	Eliminating Poverty through Rural Development Programmes - A Comparative Study of the Rural Development Strategies of Lesotho and Swaziland.	U
36. Jay Kitaso	M	Kenyan	Department of Linguistics and African University of Nairobi Box 30197 Nairobi	Death Customs: An Analytical Study of Burial Rites among the Amidzichenda with Particular Reference to the Agiryama.	U
37. Goerge Godla	M	Kenyan	Faculty of Education, Dept. of Educational Foundations, Kenyatta University College Box 43844	Education for Rural Development	U
38. Daniel Sifuna	M	Kenyan	Faculty of Education, Dept. of Educational Foundations, Kenyatta University College, Box 43844	Technical Secondary Schools and Employment Opportunities in Kenya.	U
39. Robert M. Mambo	M	Kenyan	Department of History Kenyatta University College, Box 43844	The Squatter Problem: A Survey of its Evolution and Development in the Coastal region of Kenya - 1900-1963.	S
40. Joseph F. Safari	M	Tanzanian	Department of Sociology, University of Dar es Salaam, Box 35043	Plight of elderly people in Rural Tanzania (i.e. their social and economic conditions).	U
41. Ms. Asenath J. Sigot	F	Kenyan	Department of Home Economics, Kenyatta University College Box 43844 Nairobi	Impact on New Technology on Homemaking Tasks and Family Life.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	O
42. Mr. Adams J. Asiachi	M	Kenyan	Kenyatta University College, Box 43844	A Study of Job Opportunities for Village Polytechnic Graduates in the Rural Areas and causes for their Failure to take them.	S
43. Dr. S. N. Bogonko	M	Kenyan	Faculty of Education, Department of Educational Foundations, Kenyatta University College, Box 43844	Primary School Categorization, CPE Performance and Consequent Secondary School Selection in Kenya. and Secondary School Categorization, KCE Performance and Cementation of Educational Inequality in Kenya.	U
44. Mr Samuel N. Momanyi	M	Kenyan	Economics Department, University of Nairobi Box 30197	The Impact of the Flow of Foreign Resources on Domestic Resource Mobilization in Kenya.	S
45. Mr. Francis N. Wegulo	M	Kenyan	Department of Geography Kenyatta University College, Box 43844	Industrial Decentralization and Rural Development: An Evaluation of the Government Sponsored Rural Industrialized Programmes in Western Kenya.	U
46. Dr. Karega Mutahi & Prof. M. H. Abulaziz	M	Kenyan	Department of Linguistics and African Languages, University of Nairobi, Box 30197	Specialised Dictionaries Project	U
47. Jack Green Okech	M	Kenyan	Kenyatta University College, Box 43844	A Comparative Analysis of Mathematical Understanding and Mathematical Attitude between Pre-Service and In-Service Primary School Teachers.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	
48. Mr. J. O. Mamba	M	Kenyan	Business Education Department, Kenyatta University College Box 43844	An Evaluation of the Business Industrial, and Agricultural Engineering Studies in Secondary Schools in Western Province, Kenya from 1971 to 1982 and Recommendations for Improvement.	U
49. Waithira Gikonyo	F	Kenyan	School of Journalism University of Nairobi Box 30197	Mass Media and Communication Effects Gap in Family Planning Information Campaigns in Kenya.	U
50. Zeke Waweru	M	Kenyan	School of Journalism University of Nairobi Box 30197	Mass Media and Social Changes Role of Radio Development in Kenya.	U
51. J. Nyariki Orwenyo	M	Kenyan	Department of History Kenyatta University College, Box 43844	Social and Economic History of Kenya since 1800.	U
52. Jotham Olemba/ Mrs Helen Omoka/ Mrs Ellen Wamwa	M F F	Kenyan	Kenyatta University College, Box 43844	Rural Primary School Densities and the Implications in Costs and Quality of Facilities to Parents and Government.	U
53. Ezra Maritim	M	Kenyan	Department of Educational Psychology, Kenyatta University College, Box 43844	Women Self-Perception of Success and Failure in their Organizational Leadership Roles	U
54. Rebecca Nyonyintono	F	Ugandan	Department of Sociology University of Nairobi Box 30197	Pre-School Education in some parts of Kenya: Context, Issues and Problems.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	O
55. Itumeleng Kimane	F	Sotho	Department of Sociology National University of Lesotho, Box 180 Roma	Motoring Offences in Lesotho.	U
56. R. Mutua & A. Obura	F F	Kenyans	Faculty of Education Kenyatta University College, Box 43844	Oral English Among Form Four School-Leavers: A Study of Acceptability	U
57. Rose N. Ayuru	F.	Ugandan	Makerere Institute of Social Research Makerere University Box 7062 Kampala	The Refugee Question and Regional Cooperation: Eastern and Southern Africa.	U
58. Mr. Linda Sihali	M	South African	University of Botswana, P/Bag 0022 Gabarone	The Value system as a factor in the transfer of Technology to the developing countries (with special reference to Botswana)	U
59. Mr. M. Amberber	M	Ethiopian	Faculty of Education Addis Ababa University Box 1176 AA	Employees job satisfaction with special reference to Ethiopian teachers.	U
60. Wambakaya Richard	M	Kenyan	c/o Wepukhulu, The Standard, Box 30081 Nairobi		
61. Kenneth Manungo	M	Zimbabwean	8 Wolfe St. Apartments Athens, Ohio, 45701 U S A	Peasants and the Zimbabwean Revolution, (1950-1980)	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OL
62. Josephat G. Massawe	M	Tanzanian	Faculty of Commerce and Management, Univ. Dar es Salaam, 35091	Trade Cooperation among the SADCC Countries.	U
63. H. W. Macmillan	M	British	History Department, University of Zambia, Box 32379 Lusaka	The Making of a "Dual Economy" in Swaziland.	U
64. S. Mesaki	M	Tanzanian	Sociology Department University Dar es Salaam Box 35043	Aspects of Socio-Economic Transformation in selected communities within the Impact Area of Capital Development in Dodoma.	U
65. P. N. Katiba Raburoko	M		Asumbi Teachers College Box 119 Kisii, Kenya	Towards Vitalist Power: The Evolution of an Ideology.	U
66. James Sengendo	M	Ugandan	Department of Social Work and Social Adm. Makerere University Box 7062 Kampala	Community Development as a Strategy to Accelerated National Development.	U
67. J. F. Mbwiliiza & P. D. Mwaimu	M	Tanzanians	The Library, University of Dar es Salaam, Box 35091	Towards the Establishment of Documentation and Bibliographic Centre on Southern African Studies at the University of Dar es Salaam Library.	U
68. G. M. Malahleha	F	Sotho	National University of Lesotho, Box 180 Roma	A Sociological Analysis of Shebeans in Lesotho	S
69. A. R. Cadribo	M	Ugandan	Dept. of Political and Admin. Studies, National University of Lesotho, Box 180 Roma	The State and Agricultural Development Policies in Lesotho Failures, Constraints and Lessons of Experiences	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
70. George L. K. Jambiya	M	Tanzanian	Faculty of Arts and Social Science University of Dar-es-Salaam, Box 35045	Growth Pole Strategy and Regional Development Policy if Tanzania: A Study on Industrialization, Urban Development and Uneven Dev.	S
71 Robert J. Kukubo	M	Kenyan	National University of Lesotho, Box 180 Roma	Reappraisal of the Law of Intellectual Property Copyright, Patents, Trade Marks and Designs in the Countries of Botswana, Lesotho and Swaziland in the Setting of the Southern African Development Co-ordination Conference.	S
72. Alexis M. Naho	M	Tanzanian	Economic Research Bureau, University of Dar es Salaam, Box 35096	Money Supply, Inflation and Balance of Payments The Case of Tanzania (1967-1979)	S
73. Mr. J. F. Mbwiliza	M	Tanzanian	Department of History Dar es Salaam Univ.	A History of the Southern Interlacustrine States of Eastern Africa (1950-1914)	U
74 Dr. Henry Slater	M	British	Department of History Dar es Salaam Univ. Box 35051	Early stages of the Incorporation of South-Eastern African into the Modern World System.	U
75. Mr. Fion de Vletter		Canadian	Social Science Research Unit, University of Swaziland.	The dynamics of Development Patterns in Rural Swazli Homesteads.	U
76. Dr. J. S. Maranga		Kenyan	Bureau of Education Research, Kenyatta University College Box 43844	Divergence in School Performance of Certificate of Primary Education Examinations Between Boys & Girls.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
77. Mr. Tiding Pardon	M	Zimbabwean	c/o Overseas Development Group, School of Dev. Studies, University of East Anglia, Norwich NR 4 7T U K	An Econometric Test of the Relationship between Exports Prices and Domestic wages in the ACP States.	U
78. Dr. Zablon Thamburi	M	Kenyan	Department of Philosophy Kenyatta University College, Box 43844	Attacking Rural Poverty: Ethical Consideration on Agrarian Reform and Food Production in Kenya.	U
79. Mr. Teddy Sseezi-Cheeye	M	Ugandan	P.O. Box 48022 Nairobi	Uganda Viewd as a lost Paradise.	U
80. Mr. Sam Maghimbi	M	Tanzanian	c/o Saunders Hall 18-24 Fitevory St. London W1P, 5AE England	Rural Development Policy and Planning Tanzania 1967 - Present.	S
81. Mr Peter Rigby	M	Ugandan	Department of Anthropology. Temple Univ. Philadelphia, Pennsylvania, PA 19122	Alternative Development Strategies for Pastoral Societies in East Africa. A comparative Study of Kenya and Tanzania.	U
82. I. Mazonde	M	Motswana	University of Botswana	The Extent of the Underdevelopment of Mining in Botswana	S

NAM.	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
1. Rwabukwali, Charles B	M	Ugandan	Makerere Univ.	Family Planning Attitudes in A Rural Area of Toro District, Western Uganda: Finding from Focus Group Research.	U
2. Bwalya Lazarus	M	Zambian	Mins. of Power, Zambia	Road Transport in Zambia	
3. Kamala John E N	M	Kenyan	Univ. of Tampere, Finland	Policy Planning and Development of Kenya with special Reference to Western Region	U
4. Kibria Gholam	M	Motswana	Univ. Botswana	A Study of Early Childhood Education in Botswana.	
5. Kawawe, Saliwe	F	Zimbabwean	St. Louis Univer. USA	Planning for Education for Social Development in Zimbabwe: An Assessment of the University of Zimbabwe's Student and Lecturers on their Perception of the University Curriculum in Terms of Providing Skills necessary to carry out National Reconstruction Tasks.	U
6. Nyangua, Ephraim Kezekia	M	Ugandan	Regional College of Education.	A Critical Appraisal of Secondary School Mathematics Curriculum Development in Uganda.	U
7. Kabagambe, John C K	M	Ugandan	Univ. Swaziland	Eliminating Poverty through Rural Development Programme in Swaziland.	S
8. Kibria K E Ghalam	M	Motswana	U. Botswana	A Study of the Relationship between Family Background and Academic Performance of Secondary School Students in Botswana.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
9. John Martha Tyler Nsibandze E NakuJunga	F F	American Swazi.	Univ. Swaziland	Children's Thinking in Swaziland	U
10. Mr. Mumia Shimaka - Mbasu	M M	Kenyan Ugandan	Howard University	United States Economic Interest in Kenya 1900 - 1949.	S
11. Rahmato Dessalegn	M	Ethiopian	U. Addis Ababa	State and Society in Ethiopia	S
12. Phiri B J	M	Zambian	Univ. Zambia	Land, Labour and Migration Trends in Swaziland.	U
13. See Page 5					
14. Kironyo Wanjiku M	F	Kenyan	U. Nairobi	A Controlled Study of Psychological and Social Aspects of Family/Marital Pathology in Kenya.	S
15. Okoth - Obbo	M	Ugandan	U. Nairobi	The Conceptual and Functional Specificity of Environmental Impact Statement: The Case of Kenya.	S
16. Dlamini M P	M	Swazi	U Swaziland	Administrative Reform and Development Planning in Swaziland: Problems & Prospects.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
17. Tyobeka Jenny	F	South African	U. Swaziland	Self Initiated Co-operatives display a greater degree of Commitment than Government - initiated co-operatives.	U
18. Mbaaga Frank M K	M	Ugandan	Makerere Univ.	The Determinant of Fertility Change in Uganda: The Socio-economic correlates of Fertility Limitations.	U
19. Kapungwe Augustus	M	Zambian	Univ. Zambia	Prostitution in Rural and Urban Areas of Zambia: A Comparative Study.	S
20. Obone E Aloysius	M	Ugandan	Makerere Univ.	The Float of the Uganda Shilling and the two-window Exchange Rate Policy in Uganda: The Macro-Economic Effects.	U
21. Kiwanuka, Manjaga K	M	Tanzanian	Syracuse Univ.	Foreign Policy in an African One Party State: The Case of Tanzania.	U
22. Ngwenya E	M	Swazi	Zombodge High School	The Impact of the Contact between the Nguni/Swazi and the Sotho on Swazi Culture.	U
23. Kayizzi-Mugerwa Steve	M	Ugandan	Gothenburg Univ.	External Shock and the Distributional Effects of Adjustment Policies. A Comparative General Equilibrium Approach to Economic Management in Zambia.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
24. Lugallia Joe L P	M	Tanzanian	Dar Es Salaam Univ.	Socialist Construction and Urbanization in Tanzania.	U
25. Charles Moono Kubinda	M	Zambian	Univ. of Zambia	The Impact of Armed Conflict on the Rural Settlement Pattern of Siavonga District. An Analysis of the Response to the Zimba	S
26. Habtu Roman	F	Ethiopian	Mass. Univ	The Political Economy of Imports Substitution Industrialisation in Ethiopia.	U
27. Kiregyera Ben Dr.	M	Ugandan	Makerere Univ.	Rural Household Food Consumption in Kabale South Constituency in Uganda.	U
28. Igaga Joseph M	M	Kenyan	KUC	Factors determining the choice of and Application of Contraceptives. Methods by Kenyan Adolescents.	U
29. Mbogori L E Y	M	Tanzanian	Dar-es-Salaam Univ.	The Aspect of Nutrition on the Food Question in Tanzania.	U
30. Chachange Seithy	M	Tanzanian	Glasgow	Socialist Ideology and the Reality of Tanzania.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
31. Dejene Alemme	M	Ethiopian	AAU, Harvard	The Role of Regional Rural Development Projects on Reserved Agriculture and the National Rural Development Policies in Ethiopia.	S
32. Mr. Mtatifikolo Fidelis	M	Tanzanian	UDSM	An Economic Analysis of Participation in Illegal Activities: Case Studies from Tanzania.	U
13. Galabawa Justinian F C	M	Tanzanian	UDSM	Determinants and Causes of Internal-Inefficiency in Higher Education: The Case of University of Dar-es-Salaam.	U
33. Twumasi Patric A Prof.	M		University of Zambia	Professionalization of Traditional Medicine.	S
34. Galabawa Justinian F C	M	Tanzanian	UDSM	The Costings and Financing of Higher Education: An Analysis of the Tanzanian Experience.	U
35. Chikulo B C Dr.	M		Univ. Zambia	Politico-Administrative penetration and Rural Development in Zambia. A Case Study of the Mazabuka/Mouze Area.	U
36. Nyangu Ephraim Kezekia	M	Ugandan	Ajmer India	A Study of logical Thought Among Certain Groups of Ugandan Adolescents Pupils with Special Reference to Quantitative Knowledge.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
37. Msangi Kiure F	M	Tanzanian	Stanford	"Traditional Contemporary Arts"	U
38. Khiddu-Makubuya Dr.	M	Ugandan	Makerere Univ.	Eighty Years of the Common Law in Uganda 1900 - 1980.	U
39. Mwawenda B B Mwawenda T S	M F	Ugandan Tanzanian	Univ. of Botswana	Teachers, Experience, Gender and Equipment as Predictors of Primary School Leaving Examination Performance in Botswana.	S
40. Kiwanuka Richard	M	Ugandan	Uni. Lesotho	The State of Human Rights Education in Botswana, Lesotho and Swaziland.	U
41. Chacha Nyaigotti Chacha	M	Kenyan	KUC/Yale University	Meaning and Interpretation of Metaphor in Kiswahili Poetry. A Case Study of Mombasa.	S
42. Mwamwenda T S Mwamwenda B B	M F	Tanzanian Ugandan	Univ. of Botswana	Self Concept as a Predictor of Botswana Pupils Performance in Primary School Leaving Examination and its Educational Implications.	U
43. Stuart Janet S	F	British	University of Lesotho	Classroom Strategies in Development Studies Teaching.	U
44. Masha Jastiel M A	M	Tanzanian	E & S African Management Institute	Towards an Appropriate Methodology for Rural Development Planning: A Tanzania Perspective.	U

NAM.	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
45. Abilla Walter D. Dr.	M	Kenyan	U. Nairobi	Socio-Cultural and Economic Bottlenecks to Disease Control in Rural Kenya.	U
46. Chepkwony Agnes T.	F	Kenyan	Uppsala	The Role of NGOs in Development: A Case Study of National Christian Council of Kenya (NCK).	U
47. Nguvuru H I Lipumba		Tanzanian	UDSM	Structural Adjustment Policies for Tanzania.	U
48. Chitere Preston A	M	Kenyan	U. Nbi.	Leadership as a factor in Implementation of Rural Development Programmes.	U
49. Malova O Abdalla	M	Kenyan	Ohio Univ.	A Study into the effectiveness of Government Secondary Schools in Kenya.	U
50. Kupe E T		Botswanaian	Univ. Botswana	The Leadership Role of A Secondary School Headmaster in Botswana.	U
51. Butegewa Florence Mrs.	F	Ugandan	Kenya Polytechnic	Kenyan Women and their legal Rights. Creating an awareness Among Kenyan Women and their Legal Rights.	S
52. Kajiira Joseph M.	M	Ugandan		The Place of Roadside Vegetable Sellers in Kenya: Causes, Challenges, Impact on national development and Future Prospects.	S

NAM	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
53. Lumallas Jack E S	M	Kenyan	Kaimosi Teachers College	The Option on Examinable Subjects and its Effects on Teaching and Learning Process on the Primary Schools in Kenya.	U
54. Wandera Nahabo	M	Ugandan	Makerere Univ.	The Role of the Family Planning Education in the Acceptability of the Fertility Regulation Methods in Rural Uganda.	U
55. P Guma	M	Swazi	University of Swaziland	Savings, Investment and Indigenous Entrepreneurship: A Study in Swaziland.	U
56. Ikiara Garrishon	M	Kenyan	Univ. Nbi.	Rice Industry in Kenya: A Social Cost - Benefit Analysis.	S
57. Mubazi John K E	M	Ugandan	Makerere Univ.	World Bank Group (IBRD, IDA, IFC) Operations in Eastern Africa.	U
58. Mubazi John	M	Ugandan	Makerere Univ.	Foreign Finance in Eastern Africa.	U
59. Bagenda Makinja	M	Ugandan	Mozambique, Tanzania Centre for Foreign Relations	Zimbabwe: Rural Development in Context of the Nationalist Government's Policy of Reconciliation.	U
60. Orwa, D. Katete	M	Kenyan	Univ. Nairobi	The Problem of Grain Shortages in Rusinga Islands of the Impact of Capitalist Modes of Production on Peasantry Mode of Production.	U

NAM.	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
61. Linda Elhagatta	F	Kenyan	KUC	Problems encountered in the use of Modern Family Planning Methods as perceived by Women in Kenya.	U
62. Merritt Marylyn W.	F	American	USAID	Generation Change in Communication and Educational Practices within Kenya.	U
63. Raphoto Thabo D.	M	S. African	Syracuse (USA)	An Unobstructive Assessment of Needs for Adult and Community Education of Blacks Under Current Apartheid Government in South Africa.	U
64. Mushala Hezekiel M	M	Tanzanian	Clark Univ.	Land Management for Land Control in Tanzania.	S
65. Menya Martha Jean Mrs	F	Kenyan	Kenya National Council of Social Services	Employment Creation for women in R.u. 1/ Urban Areas of Kenya.	U
66. Prof. M S Samata	M	Somali	Somalia National Univ.	QAT in Somalia. Its Implication on the Foreign Exchange and the Government Revenue.	U
67. Kakooza John B.	M	Ugandan	Nairobi	The Asian Question in Uganda: A Search for permanent Solution.	U
68. J M A Opiyo-Odongo	M	Ugandan	Makerere Univ.	Agricultural Research Policy in Uganda 1903 - 83.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
69. Kamina M. Thandiza M	M	Zambian	Zambia/Clark	Foreign Capital and the Peasant Economy: A Study of Some Agricultural Schemes in Zambia.	S
70. J Hopkins Thomas	M	American	Univ. Zambia	Servant Society: Its Social and Economic Functions in Urbanisation and Development.	S
71. Joshua Mugyenji	M	Ugandan	Univ. Swaziland	Access Problems to inputs: The Case of Cotton and Maize Producers on Swaziland Rural Development Areas.	U
72. Rwekaza Mukandala	M	Tanzanian	Berkeley	The Political Economy of State Enterprise in Southern Africa.	U
73. Mosebi Damane Prof.	M	Sotho	Lesotho	Preservation of Cultural and Historical Traditions of Lesotho.	U
74. Japhesha Nyambura G A	F	Kenyan	UDSM	Children's Literature in Tanzania: Literary Appreciation.	S
75. Vincent Musakanya	M	Zambian	UNZA	The Contribution of Credit Unions to the Socio-Economic Development in Zambia.	U
76. Augustine Engorru-Ebinu	M	Ugandan	Swaziland Univ.	Mechanization of Traditional Small-Scale Farming Systems in Swaziland and its impact on Rural Development.	U
77. Dr. A J C Ponqweni	M	Zimbabwean	Univ. Zimbabwe	The Language of Advertising and its socio-Cultural Implications for the Consumer.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
85. Shatto Arthur Gakwandi	M	Ugandan	Makerere Univ.	Direction in East African Literature.	S
86. Josephat Massawe	M	Tanzanian	UDSM	Market Information and the Development of Trade in SADD C Countries.	U
87. Ibrahim F Shao	M	Tanzanian	UDSM	Impact of Foreign Aid on Development in the less Developed Countries: The Case of Zanzibar 1964 - 83.	U
88. Orchardson Elizabeth X.	F	Kenyan	KUC	A Socio-Historical Perspective of the Art of the Mjikenda of Kenya.	U
89. Abdin S N Chande	M	Ugandan	McGill	Social, Political and Religious Attitudes of the Muslim Leadership in Batwata and Mosque Committees: The Case of Tanga Tanzania.	U
Simeon C. Chuyenda	M	Malawian	Bunda College Malawi	The Status of Science Education in Malawi's Secondary Schools with Particular Reference to Mathematics and Physical Sciences.	U
91. Fanuel C Shechamba	M	Tanzanian	UDSM	An Econometric Analysis of the Demand for Charcoal in Dar-es-Salaam, Tanzania.	S
92. S O Noormohamed	M	Kenyan	Univ. Nairobi	What Cost Equity in Public Housing.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	0
93. Rev. Zablion	M	Kenyan	KUC	Attacking Rural Poverty	U
94. Choolwe Beyani	M	Zambian	UNZA	Labour Conditions in Bolozhi: From Feudal slavery to wage slavery 1864-1964.	U
95. Jack Green Okech	M	Kenyan	KUC	An Analysis of Responses to Curriculum Pressures Among Primary School Teachers' Decision Making About Subject Matter to be Taught.	U
96. Jack Green Okech	M	Kenyan	KUC	A Comparative Analysis of Mathematical Attitude Between Preservice and Inservice Primary School Teachers.	U
97. Peter Okele Ogula	M	Kenyan	KIE	Effects of Integrated and Separate Subjects Social Studies Curricula on Pupil Achievements and Attitudes.	U

1985

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
1. Ato Makonnen Bishaw	M	Ethiopian	Dept. of Anthropology Southern Illinois Univ. Carbondale, Illinois	Proposal to study the prospect and problems of integration of traditional and modern medicine of Ethiopia.	S
2. Dr. Thando D. Gwebu	M	Zimbabwean	Hillside Teacher's College, Box 2 Hillside Bulawayo, Zimbabwe	Implications of Demographic Variables for Regional Development in Botswana.	U
3. Dr. S. S. Kinyanchui	M	Kenyan	University of Nairobi	Soviet History	U
4. (See below)	F	Tanzanian	ERB, University of Dar-es-Salaam, Box 35096	Trade Policies and their relationship with export performance: the case of Tanzania.	U
5. Ms. Flora Mdeme	F	Tanzanian	ERB, University of Dar-es-Salaam, Box 35096	Trade Policies and their relationship with export performance: the case of Tanzania.	U
6. Mrs J.D. Tyobeka	F	S.African	University of Swaziland Kwaluseni Campus, P.O. Kwaluseni Swaziland	An Evaluation of the Effectiveness of Self- Initiated Co-operatives as compared to Government-initiated Co-operatives in Swaziland.	U
7. Mr. L. S. Obeegadoo	M	Mauritius	Main Road, MOKA Mauritius	The Politics of Class, Community and Caste in a Multi-Racial, Insular, Dependent Society: Mauritius.	S
8. Dr. Woldemikael	M	Ethiopian	Addis Ababa University Box 1176 ADDIS ABABA	The Partnership between the Ethiopian Government and the Road Building Association of the Guragie Region.	U
9. Dr. F. Akuffo	M	Ghanian	University of Zambia Box 32379 LUSAKA	The Changing Family Patterns among the Bakende of North Western and Central Provinces of Zambia.	U
10. Mr. N.E. Kezekia	M	Ugandan	Regional Coll. of Edu. AJMER - 305 001 India	A Critical Appraisal of School Mathematics Education in Uganda	U
4. Mr. Kakooza-Semanda	M	Ugandan	School of Dev. Studies University of East Anglia Norwich ND 4 7T1	The Impact of Agricultural Price Policy and Foreign Exchange Rate Variations on Regional	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	O
11. Mr Patric Siame	M	Zambian	Univ. Zambia	Workers' Satisfaction and Nature of Work Environment among the Rural Urban Workers in Zambia.	U
12. Mr. A Kilindo	M	Tanzanian	UDSM	Inflationary Finance and the Dynamics of Inflation in Tanzania : 1970-1993.	S
13. Mr. Odinge Odera	M	Kenyan	Box 47981, Nairobi	Dignity without Compromise: Oginga Odinga and the Struggle for Independence in Kenya.	S
14. Mr. N Lutaaya	M	Ugandan	Box 41586, Nairobi	A Comparative Study of the Performance and Co-Existence of the Party and non-Party Owned Newspapers in a Developing Country.	U
15. Mr. Habtamu Wondimu	M	Ethiopian	Univ. of Cincinnati USA	Gratification Patterns and Their Explications among Peasants and Workers in Central Ethiopia.	U
16. Dr. G S Kunene		Swazi	Univ. Swaziland	Capital, The Colonial State and Swazi Socio-Economic Transformation : An Historical Analysis of the Land.	S
17. Mr. F R Makungu	M	Zambian	Co-op College, Zambia	Constraints in the Implementation of Co-operative Education and Training Programmes in Zambia.	S
18. Mr H Musahara	M	Tanzanian	Box 1968 Dar es Salaam	Choice of Technology Study of the Soap Industry in Tanzania.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
52. Mr. S. O. Ouma	M	Ugandan	Makerere University	The Socio-Economic Determinants of Housing Choices among the Urban Poor : A Case Study of Kampala Metropolitan Area.	U
53. Mrs. Robie Siamwiza	F	American	University of Zambia	Identifying the Population Growth Infrastructure : A Pre-requisite to Population Policy Formation.	U
54. Prof. Shakoora Khan		Indian	Addis Ababa Univ.	A Model of Future Regional Growth through Market : Empirical Analysis of Socio-Economic & Cultural Factors in Arussi, Ethiopia.	U
55. Withdrawn					
56. Mrs. S. Ragobuv	F	Mauritian	Univ. Mauritius	Socio-Economic Survey of Single Parent Households in Mauritius with a focus on Family Life Styles and the Factors involved in Family Breakdown.	U
57. S. Maudarhocus	M	Mauritian	University of Mauritius	An Economic Analysis of Possible Alternative Primary Energy Inputs for the Production of Electricity.	U
58. Mrs. V. Nababsing	F	Mauritian	Univ. of Mauritius	Socio-Psychological Adaptation to Unemployment.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
59. Mr E N Kairu	M	Kenyan	KUC	A Comparison of the Available Water Resources and the Present (and future) Water Uses within the Athi River Basin in Kenya.	U
Mr. A Makasungura	M	Malawian	Inst. Dev. Management Morogoro, Tanzania	Rural Development in Africa. The Contrasting Experiences of Tanzania and Malawi.	U
61. J A Akumu (Mr.)	M	Kenyan	University of Nairobi	The Structure of Foreign-Owned Export Orientated Industries in Kenya and their Actual and Potential Trade with the Industrialized Countries.	U
62. Mr. Silas Omulando	M	Kenyan	KUC	Improving Community Health through Primary School Curriculum : A Case Study of Busia and Siaya Districts of Kenya.	U
63. Mr. J. Kiyaga-Nsubuga	M	Ugandan	Makerere University	The Inadequate Use of Local Change Agents as an Impediment to Rural Development in Uganda.	U
64. Mr. J K Mubazi	M	Ugandan	Makerere University	The Impact of International Development Association (IDA) Recovery Programme Credit to Uganda FY 82	U
65. Mr. J. Mubazi	M	Ugandan	Makerere University	A Statistical Study of the World Bank Behaviour in Eastern Africa.	U
66. Dr Ernest Shiwutse	M	Kenyan	University of Nairobi	The Standardization of an Aptitude Test Battery for Kenya.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
67. Dr Adams Asiachi	M	Kenyan	Kenyatta Univ. College	A Study of the Attitudes of the Graduates of Village Polytechnics Towards Self-Employment in their Rural Areas.	U
68. Mr D M Isabirye	M	Ugandan	University of Nairobi	Health, Safety and Welfare at Work in Kenya.	U
69. Mr. A. Mutere	M	Kenyan	University of Nairobi	The Role of the Community Newspaper Editor in rural Development.	U
70. Mr John Were	M	Ugandan	Makerere University	The Spatial Structure of Interregional Trade in Foodstuffs in Uganda.	U
71. Mr. Vincent Musakanya	M	Zambian	University of Zambia	The Role of Credit Unions to the Socio-Economic Development of Zambia.	U
72. Mr M S M Kizito	M	Ugandan	Machbeng High School, Lesotho	African Music in Lesotho : A Survey of African Musical Instruments and Vocal Music in Lesotho.	U
73. Mr. Jackton Akumu	M	Kenyan	Box 1164, Kisumu, Kenya	An Evaluation of Kenya's Levy Training Scheme.	U
74. Mr. Arthur Okoth Owino	M	Kenyan	University of Nairobi	Implementation of Urban Planning Policy in Kenya : The Post Colonial Experience.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
75. Mr P Ogula & Ms R Nguchu	M F	Kenyans	Kenya Institute of Ed.	The Effects of Women's Income Generating Activities on Child Health and Nutrition in Some Areas of Kenya.	U
76. Dr. I Fagoone	M	Mauritian	University of Mauritius	Assessment of the Socio-Economic Development Potential of Coastal Rodrigues.	U
77. Dr. S Calli Khan	M	Mauritian	Univ. of Mauritius	Socio-Cultural Factors in Food and Nutrition.	U
78. Mr. H D Nyirenda	M	Tanzanian	University of Dar es Salaam.	Decline of Cash Crops Production : The Case of Cashewnut Production in Bagamoyo and Kibaha Districts - Coastal Region : Production versus Reproduction.	U
79. Mr. Charles S. Mataya	M	Malawian	Univ. of Malawi	The Effect of Transportation Systems and Storage on Fruit and Vegetable Marketing in Malawi.	U
80. Mr. Benneck Makwiti	M	Malawian	Univ. of Botswana	Mapping the Spatial Distribution of Infectious Diseases in South-Eastern Botswana.	U
81. Mr. Dominic Milazi	M	Malawian	Univ of Botswana	Breastfeeding, Maternal and Child Care: A Study of the Social and Cultural Context of Breastfeeding and its Strategic Role in Postpartum Family Planning.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
82. Mr Henry Masiko	M	Ugandan	Makerere University	The Church, State and the Agrarian Question: A Critique of the 'Overpopulation and Landshortage' Claims about Kigezi - South West Uganda.	U
83. Ms W. Githiora	F	Kenyan	1230 Amsterdam Ave. No.838 New York NY 10022 USA	"Statement of Research Problems" Women and Education in Kenya	U
84. Mr. Mathias Ssamula	M	Ugandan	Makerere University	The Impact of Urbanization and Industrialization on the Role of Women with Special Reference to Kampala.	U
85. Mr. L H Kaluba	M	Zambian	Univ. of Zambia	Education with Production : A Critical Study of Sex-based Roles in Production, their relationship to employment, Aspirations and Impact on after-school Employment Choice among Secondary School Students in Zambia.	U
86. Mr. Syahuka-Muhindo	M	Ugandan	Makerere University	The Rwenzururu Question	S
87. Dr S O Noomohamed	M	Kenyan	University of Nairobi	Planning for Improvement of Low Income Housing in Kenya.	U
88. Dr B C Chikolo	M	Zambian	University of Zambia	Politico-Administrative Penetration and Rural Development in Zambia : A Case Study of the Mazabuka/Monze Areas.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
89. Dr Isaac C Lamba	M	Malawian	Univ. Malawi	The Problem of Western School Education for Muslims in Malawi Past and Present.	U
90. Mr. Miph Musoke	M	Ugandan	Box 58615, Nairobi	Some Implications of Human Migration and Populations Fluctuations of Food-Production and Consumption : A Case Study of the Ethiopian Environment in Disequilibrium.	U
91. Mr J N K Mugambi	M	Kenyan	University of Nairobi	Low-Cost Energy Appropriation Project (LEAP) Embu and Kajjado Districts.	U
92. Mr. J S Nankumba	M	Malawian	Univ. of Malawi	Dryland Settlement Schemes in Malawi : An Evaluation Study.	U
93. Dr, O Ooko-Ombaka	M	Kenyan	University of Nairobi	Law in Two Countries : Post-Colonial Experiences in Mozambique and Kenya.	U
94. Mr S J Chimbayinga	M	Zambian	Univ. of Zambia	Capacity Utilization in Zambia : An Aggregative Sectoral and Sub-Sectoral Analysis.	U
95. Mr D Obbo-Kawaka	M	Ugandan	Nsamizi Training Inst. Entebbe, Uganda	The Changing Pattern of Youth Occupation : A Regional Study.	U
96. Mr. Wahome Mutahi	M	Kenyan	The Standard P O Box 30080 NAIROBI Kenya	The Challenges and Implications of the District Focus for Rural Development in Kenya	U

NAM	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
7. Mr T K B Kityo	M	(Same proposal as No. 63) Ugandan	National Univ of Lesotho	Utilization of Econometric and Operations Research Models in a Macroeconomic Planning : A Study of the Botswana/Lesotho/Swaziland Experiences.	U
8. Ms Naomi Kupury	F	Kenyan	Temple Univ. U S A	Change, Politics and Gender Among East African Pastoralists.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
10. Rebecca Nyonyintono Diane Kayongo-Mate	F F	Ugandan American	Sociology, U.Nbi.	Assessing the Impact of Pre-School Education in Selected Districts in Kenya.	S*
11. Maigenet Shifferraw	F	Ethiopian	Cult. Foundations of Educ. Dept. Univ. of Wisconsin, Milwaukee, USA	Educational Policy and Practice and the Social-Economic Status of African Women: A Case Study on Zambia.	U
12. Abdussamad Haji Ahmad	M	Ethiopian	History, AAU	Western Ethiopia: A Study of Trade and Early Penetration of Capitalism 1900-1941.	U
13. Jackson Mutero Chirenge	M	Zimbabwean	History, Univ. Zimbabwe	Ethiopianism in Southern Africa 1910-1975: The apogees of an African Reformation.	U
14. Benson Kandoolle	M	Malawian	Economics, Univ. Malawi	Rural Piped Water Supply in Malawi	U
15. Esau Magweta Chiriya	M	Zimbabwean	Political Sc. Univ. Indiana, Bloomington, USA	Local Government Reform and Development: The Case of Zimbabwe.	U
16. Daniel Sifuna	M	Kenyan	Educ. Found. KUC	High School and University Students' Social-Economic Background and Perceptions of Their Future Role in Kenya	U
17. Leonard Msekakweli	M	Ugandan	Agri. Econ. Makerere U.	The use of Agricultural Commodity Pricing by Marketing Boards as an Instrument of Economic Policy in Uganda.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
18. Gershom N. Amayo	M	Kenyan	Educ. Found. KUC	A Cultural Education of the ancient Africans of the Nile 3600 BC - AD 1500.	U
19. Isaya Onyango	M	Kenyan	Busi. Studies, Univ. of Edinburgh, Scotland	The Kenyan Labour Force and Inequality of Personal Incomes: An Application of the Human capital Model.	U
20. Daniel Kiminyo	M	Kenyan	Educ.Psyc. KUC	Cognitive Development Among Kenyan Children.	U
21. Bette J. Ekeya	M	Kenyan	Rel.Studies. U.Nbi.	The Role of Prophecy Among the Itso	U
22. Augustine M. Karugu	M	Kenyan	Ed. Foundations, KUC	The Teaching Profession in Kenya: Career Patterns of Teachers.	U
23. Foster Byarugaba	M	Ugandan	Pol. Sc. Makerere U	Administration Constraints to Agricultural Development in Hoima and Masindi Districts since Independence 1962-1980	U
24. John S. Nankamba	M	Malawian	Banda College of Agric. Univ. Malawi	An Analysis of the Application of Appropriate Technology to Farm Systems in Malawi.	U
25. John A. Nkinyangi	M	Kenyan	IDS, U.Nbi.	The Origins of Student Disturbances: The Kenyan Case.	U
26. Bonginkhosi Sikhondze	M	Swazi	School of Oriental and African Studies, U.Lon	The Significance of Cotton Cultivation in Swaziland Economy, 1915-1975.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
27. Anthony A. Nama Tomba	M	Malawian	Publ. Admin. Chancellor College, U. Malawi	The Malawi Agricultural Development Policy and its Prospects for Subsistence Agriculture: The National Rural Development Programme, 1975-1980.	U
28. Theodor G. Groenewegen	M	Kenyan	Phil & Rel. Stud. KUC	The Construction of Instruments of Assessment of some Components of the Morally-Educated Person.	U
29. Getachew Metaferia	M	Ethiopian	Pol. Sc. Howard Univ.	Civil Servants in National Development: A Case of Zambia	U
30. Ruth E. Meena	F	Tanzanian	Pol. Sc. UDSM	The Impact of Foreign Aid on Educational Planning and Development in Tanzania (The Post-Arusha Period).	U
31. Richard I Ogonda	M	Kenyan	Geography, KUC	The Development of Road Transport in Kenya	U
32. Elizabeth Kleemeier	F	American	Pol. Sc. UDSM	Foreign Assistance for Regional Development: Case Studies of the Donor-Recipient Relationship in Tanzania.	U
33. Zarit Bemrt	M	Ethiopian	Agri. Experiment Station AAU	The Effect of Innovation in Ethiopian Rural Communities.	U
34. Simon Mesaki	M	Tanzanian	Sociology, UDSM	Impact of the Development of the New Capital City on the Kagogo: The Changing Role of Cattle Among Semi-Pastoral Communities in Central Tanzania.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
35. D K Ndagala	M	Tanzanian	Min. Inform & Culture Tanzania	The Traditional Mode of Production of the Rift Valley Dwellers in Tanzania: A Study of Continuity and Change Among the Hadzabe.	U
36. Immanuel K. Baru	M	Tanzanian	Pol. Sc. UDSM	State Control of Public Enterprises in Tanzania: A Study of the Nature of Control of Public Business by State Agencies.	U
37. Mesfin Beguneh	M	Ethiopian	Agri. Econ. Virginia Polytechnic Institute and State Univ, USA	A Proposal for Analyzing the Developmental Consequences of International Food Assistance Projects.	U
38. K. Rajeswaren	M	Indian	Economics, UDSM	Issues of Appropriate Technology: A Study of Tanzanian Situation.	U
39. Amos K. Mhina	M	Tanzanian	Pol. Science, UDSM	Problems Facing Implementation of Rural Development Party Policies and Tanzania After the Arusha Declaration: The Case of Arusha, Tanga and Kilimanjaro.	U
40. Kenneth R. Manungo	M	Zimbabwean	History, Ohio Univ. USA	The African Farmers of Southern Rhodesia: An Historical Analysis of the Settler Government Attempts at Fostering Growth of a Landowning Capitalist African Middle Class, 1930-1980.	U
41. K B Kingi	M	Ugandan	Philosophy, U.Nbi	Word-building in Scientific and Technical Luganda.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
42. C R Nampunya	M	Malawian	Bunda Coll. of Agric. Univ. Malawi	Agricultural Libraries and Information Delivery in Malawi	U
43. Deules W. Nothale	M	Malawian	Rural Development Dept, Univ. Malawi	An Analysis of Some Factors Affecting Labour Supply in Malawian Smallholder Agriculture.	U
44. Felix M. Muhindi	M	Kenyan	Economics, U.Nbi	Income, Expenditure and Consumption Patterns in Rural Kenya	U
45. A W Malugembe-Musoke	M	Ugandan	Economics, Makerere U	Deficit Financing Inflation and Capital Formation: The Ugandan Experience 1962-1979.	U
46. J. Odumba- Ssentamu	M	Ugandan	Economics, Makerere Uni.	Financial Intermediation in Uganda as a Strategy for Rural Development.	U
47. T J Mafico	M	Zimbabwean	Rel. Stu. Uni. Zambia	The Bible and Ancestor Beliefs in Zimbabwe.	U
48. Hailly Araaya	M	Ethiopian	Lang. Studies, AAU	The World View of the Bega People and Problems of Integration onto Ethiopian Society.	U
49. Soborea N. Bogonko	M		Education, KUC	African and the Politics of	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
50. Andrew S. Kiondo	M	Tanzanian	Political Sc. UDSM	The Impact of World Bank Financial Rural Development Projects on the Peasants in Tanzania.	U
51. W D Kamera N Mpesha	M F	Tanzanian Tanzanian	Literature, UDSM	Myths and Legends of the East African Bantu	U
52. Issa K S Musome	M	Tanzanian	Sociology, Univ. Coll of Swaziland	The Impact of Absenteeism and Labour Turnover on Production Costs in Swazi Industries.	U
53. O J E Shiroya	M	Kenyan	History, KUC	Nabongo (King) Mimia and Waka Sub-Imperialism in Bulugia 1880-1950: A Political, Economic and Social Analysis.	U
54. Isaac Lamba	M	Malawian	History, Chancellor Coll Univ. Malawi	The Neglected Area of Education in Colonial Malawi: A History of Education of Women and Muslims up to 1961.	U
55. Meshaka Oniango	M	Kenyan	Philosophy, KUC	The Social Impact of the Mumias Sugar Scheme	U
56. Laurean Rutayisire	M	Rwandese	Economics, UDSM	The Declining Trend in the Domestic Savings Ratio in Tanzania.	U
57. Aneesa Kassam	F	Kenyan	Literature, U.Nbi	A Structural Study of Gabra Oral Folktales	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
58. E Buruma	M	Ugandan	Economics, Makerere Uni.	An Assessment of the Profitability of State Enterprise in Uganda and Development of Alternative Criteria for the Evaluation of Public Enterprises.	U
59. Severine Rugumamu	M	Tanzanian	IDS, UDSM	Nationalizations and New Forms of Dependence on the Transnational Corporations: A Case of Tanzania Industrial Sector.	U
60. Graham Chipande	M	Malawian	Political Economy, Glasgow Univ. Scotland	Small Holder Agricultural Development as a Rural Development Strategy: The Case of Malawi.	U
61. Chiponde Musingeh	M	Zambian	History, Univ. Zambia	The Myth of Imperial Protection: A Study of Cattle Processing and Marketing in Botswana, 1900-1964.	S
62. Mahmood Mandani	M	Ugandan	Pol. Science, Makerere Univ.	Commercialization of Agriculture and Peasant Differentiation in Uganda.	S
63. Josiah Mlahagwa	M	Tanzanian	History, UDSM	Capital, Class and the State in Swaziland	S
64. Kabiru Kinyanjui Suzanne Grant	M F	Kenyan American	IDS, Univ. Nbi.	The Determinants of Primary School Performance in Nairobi Schools: An Assessment of Effects of Socio-economic Background and School Variables of Primary School Performance.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOM
65. Simon Myambo	M	Zambian	History, U. Nbi	The Political Economy of Peasant and Plantation Agriculture in Kenya: The Case of Taita-Taveta District, 1902-1963.	S
66. Daniel Stiles	M	American	History, Univ. Nbi	A Diachronic Study of the Demography, Human Ecology and History of Pastoral Groups in Northern Kenya: Phase Two	S
67. Joseph Ogada	M	Kenyan	Economics, U.Nbi	Rural Industrialization and The Employment Problem in Kenya's Agricultural Sector.	S
68. John A Nkinyangi	M	Kenyan	Inst. Dev. Studies, U.Nbi.	The Origins of Student Disturbance: The Kenyan Case.	U
69. Nyaga Mwaniki	M	Kenyan	Dept. of Anthropology, Indiana University	The Social and Economic Impact of Land Reform of Mbeere Division Kenya	S

ANNEX 1

EVALUATION ASSESSMENT



INTERNATIONAL DEVELOPMENT RESEARCH CENTRE
CENTRE DE RECHERCHES POUR LE DÉVELOPPEMENT INTERNATIONAL

MEMORANDUM/NOTE DE SERVICE

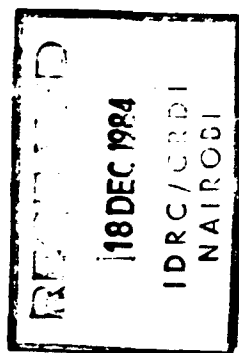
TO A: D. Steedman, S. Mowat
DATE: 6 December 1984

FROM DE: J. Hardie *J. Hardie*

SUBJECT:OBJET: EVALUATION ASSESSMENT : SMALL GRANTS COMPETITION - EAST AFRICA

1. I had useful meetings in EARO with John Nkinyangi, L. Ngure, G. Hyden and Bruce Scott on this subject. In between two meetings I prepared a draft evaluation assessment, which we discussed today. A number of changes and additions were proposed which can be summarised as follows:

- for many of the evaluation issues, it will be necessary to distinguish between retrospective analysis and soliciting views on prospective policy;
- on the question of subject matter, the definition of "social sciences" as used in the guidelines for application would be a more useful starting point for discussing this issue;
- most of the issues on page 2 under para. 3 "Awardees" should be dropped or dealt with in different ways, [e.g. institutional base and age questions dropped; soliciting of applications covered under general issue of publicity/advertising; feedback to be differentiated into retrospective analysis (Phase I of study) and future program design (Phase II of study)];
- the appropriateness of the screening and selection process should be added to the list of issues;
- "how long should the competition continue" should be dropped - at least in that form;
- a retrospective analysis of country coverage will enable this issue to be addressed more clearly in Phase I and/or II of the study, (N.B. the same applies to several of the issues);
- the timing of the competition is an issue.



2. As you will note from page 3, we are proposing two distinct phases to the study, with the results of the first phase being used to determine the final shape and content of the second. Goran Hyden has agreed that this would be a useful approach.
3. In the interests of time, I have not reworked the first draft but would appreciate your input as soon as possible so that we can prepare a document to share with Ford Foundation and begin implementing Phase I early in the New Year. I will be in touch with you soon to arrange a mutually convenient time and/or mechanism to receive your comments.

In the meantime, John Nkinyangi is proceeding with the identification of a person to carry out Phase I, and OPE will prepare the DAP in consultation with your division.

cc: J. Nkinyangi
R. B. Scott

SMALL GRANTS COMPETITION - EAST AFRICA

DRAFT EVALUATION ASSESSMENT

- I. Users
- II. Purpose
- III. Evaluation Issues
- IV. Methodology
- V. Information Required:
 - (a) Basic Data
 - (b) Data relating to individual awards
 - (c) Information relating to the competition as a whole
- VI. Approach

J.D. Hardie
November 26 1984

Small Grants Competition - East Africa

Evaluation Assessment

I. Users:

1. IDRC : Director ~~SS~~, Regional Director, EARO.
2. Ford Foundation : East Africa representative

(Others - such as researchers in the region - may use the study, but are not identified a priori as users and have not been consulted in the assessment process).

II. Purpose:

To assist IDRC and Ford Foundation in making decisions about future support for the competition, specifically whether or not to continue funding and if so, what objectives should the competition have and what changes to make so that it meets those objectives more effectively.

III. Evaluation Issues:

1. Objectives:

Is the primary aim to build (and sustain) social science research capacity in the region through "first opportunity" grants to "young" researchers, with the production of high quality useful research secondary? Or is the latter the primary aim?

2. Subject Matter:

Should the general field of the subject matter be designated by the program or should it be left completely open to applicants? How wide should the definition of "social sciences" stretch? Should the competition be completely open to all disciplines?

3. Awardees:

- What institutional base should awardees have : mainly universities or open to any institution? Should the program attempt to solicit applications from a wider range of institutional types?
- Should there be any particular age group as the focus for awards?
- Should the countries of origin of awardees be confined to the region? Should "refugee" scientists based in the region be eligible? Should country shares or quotas be instituted to ensure a particular pattern of distribution in the region over time? Should it be mandatory to spend all the funds and conduct all the research within the region?
- Should the program provide feedback on research proposals to successful and/or unsuccessful candidates? Should the program provide feedback and review of final reports?

4. Competition as a whole:

- How effective is the competition as a modality of support in fostering the creation and maintenance of an indigenous social science research capacity in the region? How could it be improved? How effective is it in fostering the production of sound research results relevant to regional development? Should it be improved in this respect?
- How long should the competition continue?
- To what extent and how should the program disseminate the results of the research work?

- What future sources of funding for the competition can be considered?
- Should the administration of the competition be transferred to a regional organization and if so, when and to which one?
- How should the competition be coordinated with programs offering similar opportunities in the region, particularly those financed by IDRC?

IV. Methodology:

Phase I:

1. File search and analysis.
2. Questionnaire mailed to 154 awardees and to a representative sample of unsuccessful applicants.

Phase II:

3. Structured interviews by a suitable consultant(s) of researchers, university presidents, and social science policy-makers in the region.

The composition and size of the sample, and the interview structure of 3 will depend on the results of 1 and 2.

V. Information Required:

(a) Basic Data:

			Methodology		
	Awardees	Unsuccessful Applicants	1	2	3
Name	x	x	x		
Current institutional address	x	x		x	
Age	x	x	x	x	
Gender	x	x	x		
Occupation at time of application	x	x	x	x	
Present occupation	x	x		x	
Academic qualifications at time of first application	x	x	x		
Current academic qualification	x	x		x	
Country of origin	x	x		x	
Nationality at time of application	x	x		x	
Country of residence during award	x			x	
Title of proposed research topic	x	x	x		
Number of applications to competition	x	x		x	

Data relating to individual awards: (methodology 2)

1. Did you receive any comments on your proposal?
2. Did you submit a research report?
3. Did you receive any comments on the report
 - (a) from the program?
 - (b) from others?
4. How many copies of your report were made?
5. How many were circulated - within your institution?
 - within your country?
 - within the region?
 - elsewhere?
6. Have you used the research work in any workshop, conference, teaching, consultancy?
7. Has the research been published in - a journal
 - a book
 - other form (specify)
8. Which other research did the award lead you on to?
9. Was the research part of a higher degree?
10. To what extent did the award help in your research career?
Not at all/ a little/significantly/a great deal
11. To what extent did the award help you in your career?
(same range as 10)
12. To your knowledge has anyone used your results for any purpose?

Information relating to the competition as a whole: (methodology 2 and 3)

1. What its objectives should be.
2. Subject matter
3. Institutional base of awardees

4. Age of awardees
5. Country issues
6. Feedback on proposals (accepted and/or rejected)
7. Feedback and review of final reports
8. Dissemination of research results
9. Effectiveness as a capacity - building modality
10. Effectiveness as a research-producing mechanism
11. Duration of competition
12. Sources of funding
13. Coordination with other regional programs

VI. Approach:

For Phase I, hire a local consultant.

<u>Step 1</u>	File research analysis	10 days
<u>Step 2</u>	Questionnaire design, pretesting, mailing out, follow-up, collation, analysis	20 days
	Report writing and presentation	10 days
	Total	40 days

Qualifications:

- neither past award-holder or applicant
- at least Msc level in social sciences
- experience in questionnaire design and administration
- locally available (Nairobi)

Period:

December 1984 - March 1985

Funding OPE/IDRC

Phase II - depends on results of Phase I

- consultant on Phase I may advise on formulation of Phase II
- period April - May 1985
- funding OPE/IDRC and Ford Foundation

A N N E X 3

LIST OF APPLICANTS AND AWARDEES BY
INSTITUTIONAL AFFILIATION AND TITLE
OF RESEARCH PROPOSAL, 1975-85

FIRST ROUND 1975

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
Patrick E Ollawa	M	Nigerian	Pol and Administrative Government, U.Nbi.	Political Setting and Political Participation, The Case of Zambia	S ^C
Preston King	M	American		The Political Nature and Effects of Ethnic Pluralism.	S ^C
Carl A Dutto & Tarsis Kabwegyere	M	American Ugandan	Sociology, U.Nbi	Urban Centers in Kenya; A comparative Study of Four Secondary Towns	S ^C
John J Okumu	M	Kenyan	Political Science, UDSM	Political Linkage in Kenya	S ^C
Cyrus Nutiso	M	Kenyan	Government. U.Nbi	Politics of Post-industrial Societies	U
M. Nelson-Richard	M	Sierra-Leonean	Sociology, UNZA	Zambia's Industrial Structure; A Comparative Survey of Employee Attitudes towards Workers' Participation and Perception of Productivity in Parastatal Corporations	U
Ben Kipkorir	M	Kenyan	History, U.Nbi.	The Social Origins of the Kenyan African Elite	U
Grant Kamenju	M	Kenyan	Literature, UDSM	Comparative Study of the Cultural Impact of the Maji Maji and Mau Mau Revolts	U
Negussey Ayele	M	Ethiopian	Political Science AAU	Political Acupuncture in Ethiopia	U
J. Muhang'i and S. Sorwada	M	Ugandan	Psychiatry, Medicine U.Nbi	The Psycho-Social Determinants of Failed	U

ANNUAL SOCIAL SCIENCE RESEARCH AWARDS 1980

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
1. Shadrack Gutto	M	Kenyan	Faculty of Law, Nairobi	Human Rights Law and Under-developed and Political Economies with Emphasis on Kenya.	S*
2. M L Bageyu	M	Tanzanian	Dept Political Science, UDSM	National Planning and Control of Industry in Tanzania; The Textile Industry.	S*
3. A Kapote Mwakasung	M	Malawian	Public Admin. Inst. Develop. Manage- ment	Management of Rural Development: The Case of Integrated Rural Development Projects in Malawi.	U
4. Lizz Lyle Kleemeier	F	American	Dept. Pol. Science UDSM	Educational Policy and Socialist Development: An Evaluation of Post Musoma Admission Selection at the University of Dar es Salaam.	U
5. Patricia McFadden	F	Swazi	Dept of Sociology, UNiv. Swaziland	Sugar Industry in Swaziland: A Sociological Perspective of Development.	S
6. Joseph Mutuku Kingala	M	Kenyan	Starehe Boys Center	Indigenous Education within the Akamba Community.	U
7. Isaac Lamba	M	Malawian	Dept History, Univ. Malawi	Education in Post-War Colonial Malawi 1945-1961: A Historical Study.	U

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7. Isaac Lamba	M	Malawian	Dept History, Univ. Malawi	Education in Post-War Colonial Malawi 1945-1961: A Historical Study.	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
8. K L Sharma	M	Indian	Dept Economics, U.Nbi	Estimation of Inter-Industry Employment Requirements in Kenyan Economy.	U
9. Alosuis Obone	M	Ugandan	Dept Econ. Makerere U.	Establishment and operation of the Central Banks of Kenya, Uganda, Tanzania: Their Achievements, Shortcomings and Future Prospects.	U
10. Kangalu Elineema	M	Tanzanian	Social Sciences, UDSM	The Historical Development Impact of the Seventh-Day Adventist Church in Tanzania in the Fields of Education and Health 1903-1965.	U
11. John K. Rennis	M	British	History, Uni. Zambia	Peasant Cattle in Zambia 1800-1979: A Historical Reevaluation.	S
12. R M Mkandawire and U I Chaudry	M M	Malawian Pakistani	Bunda Agric. College Univ. Malawi	A Study of Extension Work Under Two Agricultural Settings in Malawi	U
13. I Mbikusita-Lewanika and Mary Frost	F F	Zambian	School of Ed, U.Zambia	Research into Lozi Traditional Narratives Matangu.	U
14. Liyoka Kakula	F	Zambian	Law School: U.Zambia and Uni. Wisconsin	Impact of Political Independence on Zambian Customary Law: A Study of the Customary Law of the Malozi of Western Zambia.	S
15. B. Swai	M	Tanzanian	History, UDSM	Metuta: The Political Economy of Soil Erosion in British Tanganyika	U

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
16. J A R Wemba-Rashid	M	Tanzanian	Dept. Anthropology Univ. of Illinois	Residence Decision and Rural Settlement Patterns: A Study of Residence Decisions in a Tanzanian Village.	S
17. Kamuyu-wa-Kang'ethe	M	Kenyan	Philosophy, KUC	Cultural and religious taboos among the Maasai.	U
18. James Boyengo	M	Tanzanian	Coop Coll. Moshi	Patrilineal and Matrilineal Societies of Musoma District.	U
19. S M Rugumanu	M	Tanzanian	Ins, Dev. Stud. UDSM	Nationalisations and New Forms of Dependence: A Case of Tanzania Industrial Sector.	U
20. John O Oucho	M	Kenyan	Popu. Studies, U.Nbi.	The Dynamics of Return Migration and its Impact on Returnees' Permanent Domicile in Kenya: A Predictive Model.	U
21. Aleck Che-Mponda	M	Tanzanian	Dept. Poli. Sc. UDSM	The Impact of Villagization on Food Production: A Case Study of Katunga Azimio, Rukwa Region.	U
22. Philip Chilomo	M	Zambian	Research Unit, I.C.A Moshi	The Zambian Co-operative Movement: Its Growth and Prospective for the Future.	U
23. Hilda Tadria	F	Ugandan	Sociology, U.Makerere	Uganda Women at Work: 30 Years of Dual Roles.	U
24. Magoiya Seba	M	Kenyan	Ethnology Div. Nat Museum, I.A.S	The Study of Matrilineal Societies in Kenya.	U

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23. Hilda Tadria	F	Ugandan	Sociology, U.Makerere	Uganda Women at Work: 30 Years of Dual Roles.	U
24. Magoiya Seba	M	Kenyan	Ethnology Div. Nat. Museum, I.A.S	The Study of Material Culture of Western Kenya.	U

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25. Fred Akuffo	M	Ghanaian	Afr.Dev. Studies U.Zam	Healers of the Sick Movement	U
26. J E O Odada	M	Kenyan	Economics, U.Nbi	Production Organizations in the Kenya Sugar Industry.	U
27. Dessaiegn Rahmato	M	Ethiopian	Ins. Dev. Resear. AAU	Industrial Labour in Ethiopia	U
28. John Milimo	M	Zambian	Dept. Anthropology, Univ. of Alabama, Univ. of Zambia	Self-Employed in Lusaka.	
29. J. Dduma-Ssentamu	M	Ugandan	Economics, U. Makerere	Rural Migration in Uganda: An Exploratory Study	U
30. Zambediah Gamanya	M	Zimbabwean	Dept Government, U.Nbi.	Economic Dependence and development of an Autonomous Foreign Policy: The Case of	U
31. Samuel Jarvouhey	M	Sierra Leonean	Pol. Science Makerere Univ.	The Demise of President Idi Amin's Rule in Uganda	U
32. Joseph K. Mwale	M	Malawian	Educ. Univ. Malawi	The Impact of Transition from Primary to Secondary School Education	S
33. Muyunda Mwanalushi	M	Zambian	Inst. Afr. Stu. U.Zamb	Adolescence in Zambia: Issues and Strategies for Research.	S

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
34. Daniel Kiminyo	M	Kenyan	Ed. Psych. KUC	The Development of Cognition Among Kenyan Children.	U
35. Walter Abilla	M	Kenyan	Sociology, U.Nbi	An Introduction to Race, Ethnicity and Stratification in Contemporary Africa	U
36. Peace Kalyekezzi	F	Ugandan	MISR, Makerere Univ.	Economic History of Ankole From the Late Pre-Colonial Period to 1962.	U
37. Phares Mutibwa	M	Ugandan	History, Makerere Univ.	Political and Social Development in Uganda.	U
38. Nathaniel Mudoga	M	Kenyan	History, KUC	Earliest Iron Age Subsistence Strategies in Western Kenya.	S
39. B C Nindi	M	Tanzanian	Sociology, UDSM	The Political Economy of Tobacco Production in Tanzania 1945-78.	S
40. Issa Musoke	M	Tanzanian	Sociology, UDSM	The Impact of Absenteeism and Labour turnover on Production Costs in Tanzania.	S
41. Osaga Odak	M	Kenyan	I.A.S. U.Nbi	A Study of Rock Art in West Kenya	U
42. James S. Ngowi	M	Tanzanian	Tanga Integra. Rural Develop. Programme	Village Model for rapid Agricultural Development in Tanzania.	U

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43. John A Tesha	M	Tanzanian	IDS UDSM	Economic Cooperation Among Developing Countries: Southern African Case Study.	U
44. Rweikiza Baguma	M	Tanzanian	IDM Nzumbe	Villagization for Rural Development: An Evaluation of Policy Implementation.	U
45. Mukaru Nganga	M	Kenyan	IAS U.Nbi.	Economic History of Settlement Schemes in Kenya: A Study of Cultural and Economic Accommodation of Migrant Agriculturalists in Settlement Schemes in Kenya.	U
46. C K Olenja	M	Kenyan	University of Nairobi	Migration: A Rural Kenya Study	U
47. G Kamenju	M	Kenyan	UDSM		U

ANNUAL SOCIAL SCIENCE RESEARCH COMPETITION 1981

NAME	S	NATIONALITY	INSTITUTION	TITLE	OUTCOME
1. David Nyamweya	M	Kenyan	IAS, U.Nbi.	The Management of Illness Among the Pokot of Kenya.	S
2. Frederick Kaijage	M	Tanzanian	History, UDSM	Labour and Capital in the Tanzanian Mining Industry 1920-1964	S
3. Joseph Igaga	M	Ugandan	Educ. Psych. KUC	Factors Determining the Choice and Application of Contraceptive Methods by Kenyan Urban Adolescents.	S
4. Pule Phoofole	M	Lesotho	History, Nat. Univ Les	The Economic and Social History of the Basotho	S
5. Charles Gasarasi	M	Tanzanian	Pol. Sc. UDSM	The Rehabilitation, Integration, and Naturalization of Rwandese Refugees in Tanzania.	S*
6. Fisseha Tegegne	M	Ethiopian	Economics, AAU	Modern Sector Employment and Wages in Ethiopia.	S*
7. Eliawong Kisanga	M	Tanzanian	Political Sc. UDSM	Food Production and Development of a National Food Strategy in Tanzania.	S*
8. Peter Anyang-Nyongo	M	Kenyan	Government, U.Nbi	The Sugar Industry and Agrarian Capitalism in Nyanza Province, Kenya.	S*
9. David Mukaru-Nqanga	M	Kenyan	IAS U.Nbi	Different Forms of Capital and Agrarian Change in the Settlement Schemes in Kenya since 1945.	S*

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